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ABSTRACT

The purpose of this book is to help the reader to become a more effective facilitator of learning. Based on the assumption that the most valuable learning is founded in self-knowledge and a resultant knowledge of others, the book presents a view of teaching as helping and caring with a supportive yet flexible structure. It states that the goal of each individual is the ability to direct his/her own learning. Such an ability involves a five step process of (a) exercising personal control, (b) assessing needs, (c) setting up goals, (d) using resources, and (e) evaluating outcomes. The ideas, suggestions, models, and strategy outlines contained in the text are designed to help the reader toward a self-knowledge that will enhance his/her knowledge of individual learners, in such a way that those learners may ultimately be made as independent and self directing as possible. The book progresses from an initial examination of the reader's personal values and positions on key questions to suggestions and strategies that may help the reader lead others toward the self-knowledge and the development of effective relationships with others that together constitute the measure of relevance. This book contains many valuing-forms to be thought over and filled in, metaphors to be reflected upon, activities, and simulations. (RC)

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Values and the Search for Self

by

James A. Bellanca

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Preface

The purpose of this book is to help the reader — especially the classroom teacher — to become a more effective facilitator of learning. Based on the assumption that the most valuable learning is founded in self-knowledge and a resultant knowledge of others, the book presents a view of teaching as helping and caring within a supportive but flexible structure. In this view, the goal of each individual teacher or student is the ability to direct her/his own learning. Such an ability involves a five-step process of exercising personal control, assessing needs, setting up goals, using resources, and evaluating outcomes.

Being a good teacher-facilitator necessitates a knowledge of one's own attitudes, teaching style, and skills, and a willingness and ability to evaluate oneself. In fact, self-knowledge and self-evaluation are essential to the role of teacher-helper. For this reason, the ideas, suggestions, models, and strategy outlines contained in the text are designed to help the reader toward a self-knowledge that will enhance her/his knowledge of individual learners, in such a way that those learners may ultimately be made as independent and self-directing as possible.

Few of us would deny that valuing is one of the cornerstones of self-knowledge. Building on this major social belief, the author helps the reader explore the interrelationships of valuing, thinking, and feeling that make self-directed learning possible for both teacher and learner. In accepting the premise that what one values determines the choices that one makes, the author also accepts the corrolary belief that choices or decisions only have value if they are carried into action.

In developing the idea of *process*, the author leads the reader to realize that, in addition to helping the learner function independently, the teacher-facilitator also helps individuals function effectively in groups by guiding them to engage in synergetic effort — the cooperative use of their individual skills toward specific goals agreed on by the group. By building a support climate, the facilitator can lead students to an understanding of the difficult roles individuals play in a group and how to vary those roles for effective action. Related to this is the idea that exploratory thinking to help the mind generate alternatives enables an individual to "make something from nothing" I an ability that is in the truest sense creative. It is clear that this very ability is vitally needed at a time when our future — both immediate and distant — requires not only realistic prediction, but also ingenious problemsolving that may not have much in the way of tradition to support it.

The movement of the book, then, is from an initial examination of the reader's personal values and positions on key questions to suggestions and strategies that may help the reader lead others toward the self-knowledge and the development of effective relationships with others that together constitute the measure of relevance. Teacher and student become change agents with the ability to direct events, rather than submit to the unstructured chaos so many people fear may overtake our society.

Whether the reader wishes to read the book straight through, from cover-to-cover, or to dip into it at random wherever words or phrases seem particularly relevant or tempting, the activities — simulations, valuing-forms to be thought over and filled in, metaphors to be reflected on — will be invitations to a participation with the author in a creative quest. Such participation can lead to the satisfaction and pleasure that come from a sudden, increasing illumination — not only that of expanded personal knowledge but also that of a constantly deepening knowledge and appreciation of other human beings.

An Introduction

Writing this introduction highlights certain ambiguities I have had since I began writing the first pages of this book. On the one hand, I hesitate to dilute an experience, especially the experience I have wanted to create, by describing in the expository mode what that experience *should* be; on the other hand, I must realize that my personal involvement in the very humane learning environment which provides the daily space and time to teach experientially (as well as learn), which gives such clear priority to feelings and processes, to ideas and personal growth, and which challenges students and staff to share the creative act of learning, this involvement may place unfair expectations on the reader for whom content-centered learning is the familiar norm. To avoid being crowned King of Authority, a role assignment which contradicts the essential intent of this book; to preserve those values I place on *facilitated* self-definition; but to help those readers for whom this book is an introduction to process learning, I have elected to deal with my ambiguity by describing certain ground rules. Hopefully, these ground rules will explain where I am and how I feel about the self-directed learning process.

If I had decided to write in the expository mode, I would transcribe those absolute laws which you must accept as the final, irrevocable tablet of law — the *oughts*, the *musts*, the *shoulds*. But just as lectures do not work for me in the classroom — either as listener or speaker — expository theses do not work on the printed page.

Just as I will not *direct* my students along a path which says, "Listen and you will hear the gospel word," so I will not describe "the absolute word on self-direction" to you. When I make that statement, I am aware that you might interpret my stance as a hands-off "do your own thing" approach. I hope you will not. To me, a *laissez-faire* style is as equally valueless to learning as the dictatorial absolute. I find myself somewhere between those polar extremes. I see myself as a helper, a facilitator, a giver of support who has mastered certain skills and techniques which work for me in certain circumstances — but not always. I can no more direct you by providing magic formulas or absolute recipes than I can waste students' time with a moralizing lecture. In this spirit, I have used strategies and methods, adapted to print-form, which I feel will help you discover yourself, your values, and your stance on key issues. In this context, I know full well that you will react to concepts and define key words differently than I. I accept that. *In fact, I welcome any self-definition which this book helps you make.* I hope that you can learn to feel comfortable with this approach, even to the point in which you reuse the book a second or third time. My fantasy is that you will perceive yourself, more clearly after each reading, as the authority on your learning processes; the power who controls your learning and your life. That is self-direction.

If this book is your first exposure to inductively structured, experiential learning, you may find it more valuable to move slowly and reflectively. I find, even after many years of involvement in such experiences, that I benefit most if I support my journeys thru values, feelings, and beliefs by maintaining a daily journal. An early self-discovery was my need for the journal to control my focus. I have accepted this limit and disciplined myself to record for my own reflection the paths and discoveries uncovered by my search for self.

I could perceive of no result more disastrous than the use of this book as a repository of "games," "tricks," or "toys" for manipulating or entertaining students. I know that simulations, games, and values strategies can become humorous diversions, without the firm commitment that self-definition and self-direction result from an inherently supportive attitude toward life and learning, such strategies and games can become a farce, sometimes even a tragedy.

Conversely, if you can say to yourself, "Yes, I value self-definition and self-direction and I want to share my discovery with my students,"

you will have made the first clear step away from being the respository of truth, the fountainhead of knowledge, toward becoming a facilitator who shares expertise with those who freely choose your support. Undoubtedly, you will experience as much discomfort, confusion, and anxiety at that step, as you will when you attempt to use the first strategies in this book or when you "process" a chapter for the first time. As a partial remedy, you might recall your feelings the first time you learned to swim, or ski, or master any new skill.

Throughout the book, you will encounter the word *process*. In the basic sense, process is a noun which delineates the flow of ideas, feelings, values, and beliefs as the individual takes control of learning. As a verb, it takes on more significant meaning by defining those acts, both internal and interpersonal, which comprise that umbrella action which I have called self-direction: the taking of personal control — assessing needs, setting goals, using resources, and evaluating (not to mention the prerequisite affective processes). In the closure form at the conclusion of each chapter, process takes a third use, the formal exercise which asks you to reflect on the total learning you have gained in the chapter. In this sense, processing not only asks you to review the concepts you have garnered (WHAT), but also to recognize inductively the chapter's purpose (WHY), the chapter's processes and strategies (HOW), and to apply your learning to a situation which has meaning private to you. In a sense, the *what*, the *why*, and the *how* become your content; in the final processing, you discover that personal value which you can creatively apply to your self-definition. Static knowledge becomes your creative action, your self-direction.

"Know thyself."
Aristotle

"Within each of our own Separate Lodges, deep within ourselves, there is also part of this same Great Medicine Fire of the People. The questions wer are always asking is "who am I", or "who is this living spirit, this fire?" The questioning of this mystery is the beginning ofour search for Understanding or our Fire of Self. . ."
Hyemeyohsts Storm, *Seven Arrows*

"Charley, the man didn't know who he was"
Arthur Miller, *Death of A Salesman*

1

Searching For Identity

The search for self is not unique to our age. The questions "Who am I?," "How do I relate to the people and events around me?," and "Where am I going?" have echoed and re-echoed across every known boundary. History and literature record the names in fact and symbol —

Antigone	Coltrane
Ulysses	Jane Addams
Job	Malcolm X
Theresa of Avila	Paul Tillich
Galileo	Gwendolyn Brooks
Goethe	Einstein
David Walker	Simone de Beauvoir
Susan B. Anthony	Willy Loman

Add-A-List

INSTRUCTION. To the list given above, add the names of persons you know from direct experience, literature, history, science, or wherever, whose values and actions are focused on the quest for identity: the search for self, for personal meaning, for positive relationships with other persons, places, or events. Limit yourself to three minutes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

The names you listed may give you some inklings about yourself. Are you on your list? Is there anyone from your cultural or racial heritage? From your own sex? From your group of friends? From other ethnic or social groups? From the opposite sex? From your students? What conclusions do you draw about yourself from your list?

Reflecting

Spaceship Me

INSTRUCTION: This is a self-reflection exercise. You have many options for its use. (1) Read the reflection slowly. Stop and meditate between words and phrases. (2) Have someone read the images to you — slowly and softly giving you ample time to meditate on each word and phrase. (3) Use a tape recorder. Read the reflection aloud. Proceed softly and slowly. Allow *more than ample time* between each word group. Then play back the entire meditation.

As a first-go at the ideas and processes of this book, you may want to limit yourself to the first option. This will enable you to concentrate on the strategy's content. However, to appreciate *the process of reflecting*, you will want to *experience* the meditation. For this, as well as the practice you will receive if you choose to share this meditation or others with students, the tape recorder may make the most sense.

The content of this meditation, as with others throughout the book, is geared to the issues and ideas relevant to the interaction between you, the reader, and the purposes of the book. In use with students or other teachers, use the strategy, but adapt the content to the audience's needs.

A helping word: each reflection begins with a suggestion that you relax and get comfortable — without falling asleep. Be sure that you take the time to slow yourself down, clear your head, and concentrate on yourself and your external processes — how you feel, what images you see, the sensations that impinge from the outside. The more successfully you can control your feeling, thinking, imagining processes, the more you will enrich the reflection experience for yourself. If you are not used to meditation, don't be discouraged at the difficulties you first encounter.

Make yourself comfortable . . . settle into a position which allows you to relax . . . close your eyes . . . breathe softly . . . get into your rhythm . . . relax . . . recall the names on your add-a-list . . . let their faces float across your mind's eye . . . picture each person in her or his time . . . the civilization . . . the environment . . . the personal conflicts . . . become one of those persons . . . who are you? . . . how do you feel about yourself and your times? . . . what makes you most uneasy about yourself? . . . about those around you? . . . for whom or what are you searching? . . . return to yourself . . . who are you? . . . what do you value? . . . what attitudes and beliefs shape your actions? . . . how do you feel about yourself? . . . your relationships with other persons? . . . where are you going? . . . see yourself as a spaceship . . . get a sense of your size: your length . . . diameter . . . capacity . . . thrust . . . as you hurtle through space, chart a course . . . what is your heading? . . . your destination? . . . what obstacles are in your path? . . . your chances of survival? . . . how do you feel as you hurtle through the space-void? . . . arrive at your destination . . . how do you feel now? . . . savor your reactions . . . until you are ready to open your eyes and end the reflection.

Buckminster Fuller plummets the inhabitants of the 20th century through the nether regions of time on Spaceship Earth. Optimistically, in his view, *we* control the tools of science and technology which carry us on an adventurous exploration of the universe's as yet untapped resources.

But other thinkers of our time see through a darker glass.

T. S. Eliot sees 20th century humanity as a lost race. Instead of comfort and security, Eliot finds loneliness, meaninglessness, and spiritual death.

> We are the hollow men
> We are the empty men
> Leaning together
> Headpiece stuffed with straw. Alas!
> —"The Hollow Men"

Eliot's voice does not cry alone. Jean Paul Sartre, the existential philosopher and playwright, describes the valueless, emotionally bankrupt characters who search fruitlessly for an escape door from the wasteland of their lives; but, as he describes in his play *No Exit*, the doors open "to nothingness." W. H. Auden, Albert Camus, Stephen Spender, and Yevtushenko add their voices to the bleak description of the 20th century human condition, a condition which they feel is formed, controlled, and prolonged by the subtle technological powers which have destroyed the human spirit.

The Parable of the Cage

Once upon a time in a far-away land, all the people lived in cages. Each and every cage was furnished with identical equipment. The north wall was a giant, three-dimensional color video screen with multichannel stereo-sound and odor effects. The south wall was a maze of spiggots, slots, and chutes. A soft chair and bedding rested against the east wall and faced the cage bars on the west. The inhabitants lounged motionlessly on their floors, eyes frozen to the giant screens. When the buzzer sounded, the screens blanked, and the caged people rose as one from the floor, sat at the tables which had unfolded from the wall, and waited for the blue-striped straws to funnel the liquidized vitamin food into their mouths. As one, they rose, returned to the video screen and settled down to watch. No one spoke, no one showed any expression as the television flickered on.

One sunny day, a visiting dignitary, guided by a robot, toured the cage-town. Puzzled by the apathy and passive dependence of the cage people, the dignitary asked the robot to explain why the people acted as they did.

"You have not asked a question my program can answer," responded the computerized guide. The dignitary thought a moment. He tried a new approach:

"How did these people so perfect their technology that they can rely totally on machines?"

The robot blinked its lights. "These humans have taken advantage of the freedom we machines have offered. No longer are humans required to engage in physical or mental labor, make choices, or communicate with each other. We feed, clothe, entertain, and maintain all humans in their cages. They no longer suffer — there are no emotional traumas, no personal

conflicts, no crises. We can control all tensions and guilts. Nothing will upset them. In the cages they are safe — from themselves and each other. Here you see the ultimate triumph of science. What more could any human want? For the first time in history, humans have complete security. They need nothing else."

Ranking Priorities

Contemporary Issues

INSTRUCTION A. In this exercise, we ask you to rank-order within 10 groups. Each self-contained group will give you (a) a lead sentence, (b) three possible responses, (c) a chance to explain each ranking. Within each group, mark your first priority as #1, your second as #2, your lowest as #3. You may discover that you cannot distinguish among the choices. In that event "pass." Make every attempt, however, to force a ranked choice. The purpose of any priority ranking is to help you examine the fine distinctions among alternatives and make a choice based on *your* ideas. Finally, completing the explanation which follows each group will help you clarify the idea distinctions you have made. If none of the given alternatives is *your* top priority, record or create other for that group.

EXAMPLE. I most agree with the concept that

3 technology controls our lives
1 we control our technology
2 technology doesn't affect me.

---

1. In the parable of the cages, I would prefer to be
   ____in a cage
   ____the visitor
   ____the guide.
   Explanation of my rankings:

2. Most of my students would
   ____enjoy the cage
   ____fight to escape the cage
   ____adapt passively to the cage.
   Explanation:

3. Given patterns of behavior I have observed in my students and other young people, I would predict that
   ____apathy will increase in our society
   ____some individuals will control their own lives
   ____most individuals will control their own lives.
   Explanation:

4. In describing the contemporary human condition, I would most agree with the statement:

   ____"The experience of separateness arouses anxiety; it is, indeed, the source of all anxiety. Being separate means being cut off, without any capacity to use my human powers. Hence to be separate means to be helpless, unable to grasp the world — things and people — actively; it means that the world can invade me without my ability to react. Thus, separateness is the source of intense anxiety. Beyond that, it arouses shame and the feeling of guilt." (Erich Fromm)

   ____"Our official culture is striving to force the new media to do the work of the old. These are difficult times because we are witnessing a clash of cataclysmic proportions between two great technologies. We approach the new with the psychological conditioning and sensory responses of the old." (Marshall McLuhan)

   ____"In many ways, we need a general reorientation. We are all slip to civil and political rights. If there were air pollution that affected only Negroes, there'd be action today. But *everyone* is beset by constant insults to the body. Air pollution, chemical poisoning of vegetables and of water systems — all of these bring about suffering and death on a greater scale than political injustice. The thing to make people understand and take action on is that the enemy is not "air pollution" or "traffic accidents." These are impersonal results. The enemy is flesh and blood human beings hiding behind the veil of corporate bigness and anonymity." (Ralph Nader)

   Explanation:

5. Our society should give priority attention to
   ____our lost sense of values
   ____our lost command of the ability to communicate

____our lost sense of identity with our natural environment.

Explanation:

6. At present, this attention (above #5) can best be achieved by
   ____maintaining the ecological balance of the universe
   ____free individuals with a sense of self-worth
   ____the lessons of past history.

   Explanation:

7. "Freedom" is best described as
   ____rebellion against established codes of behavior in order to destroy destructive dependent relationships
   ____the opportunity to do, think, or feel whatever one desires at any given moment with no external limits
   ____the encouraged opportunity for each person to develop the fullest human potential and to use that potential in a continual sharing of dignity, self-worth, and respect with fellow human beings.

   Explanation:

8. In order to fulfill one's potential, it is most essential that
   ____the individual have a strong sense of self
   ____the individual have clearly established values
   ____the individual establish strong relationships with others.

   Explanation:

9. The individual potential which traditional schooling most successfully develops is
   ____intellectual capability
   ____skills in the use of reading, writing, and arithmetic
   ____leadership.

   Explanation:

10. In future decades, schools will be most helpful to students if
    ____improvements in curriculum and instruction are evolved from present practices
    ____schools are closed (deschooling society)
    ____schools are totally restructured.

    Explanation:

As teachers in the last quarter of the 20th century, we face unique challenges which will test our mettle as individuals capable of free choice, self-control, and creative insight. The rank order you completed raises questions about issues which will affect each one of us. Now that you have examined your *ideas* with respect to these issues, focus on how you *feel* about your position.

Reflecting

Meditation on Me

INSTRUCTION A. Allow yourself four to six minutes for this exercise. Before you begin the meditation itself, prepare a dozen small (enough space for a word or phrase on each) sheets of paper and a pencil.

Settle comfortably into your chair . . . relax, close your eyes, and picture yourself standing inside a great, clean, almost sterile factory . . . it is quiet . . . long conveyor belts slip noiselessly down long rows . . . identical glass bottles float past . . . at each centipede-like machine, blinking multicolored lights reach out . . . inject . . . pass on to the next . . . the bottles slide past you . . . a PA system announces: "These are the cloned farm workers; their genes are controlled to guarantee physical strength, resistance to heat, and endurance" . . . you walk on . . . a row of orange bottles . . . the announcer: "These are future surgeons . . ." . . . you move on past rows of red . . . green . . . maroon bottles . . . sunlight as you step outside . . . reflect, examine how you reacted to these images . . . the machines . . . the bottles . . . the announcer . . .

INSTRUCTION B. Take six of the twelve pieces of paper you have assembled. On each sheet, use a word or phrase to describe your feelings concerning the images you have created. Mark the corner of each of these completed sheets with an X.

INSTRUCTION C. Take the remaining six pieces of paper. On each sheet use a word or phrase to describe six attitudes on which you place a high priority in your day-to-day relationships with other people. Mark each of these sheets with a Y.

INSTRUCTION D. Compare the two lists. If any words appear on both sheets, eliminate the duplicate. Rank the words and phrases to complete this statement.

"The feeling in this list which gives me the most satisfaction is . . ."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

In addition to perceiving how we think and feel toward ourselves and our environment, understanding the attitudes and beliefs which form the foundation of our value system and clarifying our values become processes significant in our search for self.

A Ranking

A Comparison List

INSTRUCTION A. Use the rankings that you made to conclude "Meditation on Me" — "the feeling which gives me most satisfaction." In the chart below copy your "feeling" rank order. After completing the list, read instruction B.

feeling	value	belief
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

INSTRUCTION B. In the spaces which follow each feeling on the above chart, indicate whether the listed feeling is associated with a value or with a belief.

____VALUES are those actions I have chosen to perform because of import I give to that action.

____BELIEFS are those self-evident assumptions which I accept without question (they are the first principles without which thinking, valuing, and acting would not develop).

To mark the chart, identify a value or a belief (in some cases both) which you associate with each feeling.

	feeling	value	belief
example	joy	freedom	all men are created equal

You may have found this exercise caused you anxiety. That is not unusual. There are no "right answers." In a task-ordered society "get the job done" is more important than discovering "why do I feel as I do?" If nothing else, this list and the other strategies may help you to see the complexity of the search for self and the important place which your values, feelings, beliefs and attitudes hold in that search.

Ranking

Scale of Priorities

INSTRUCTION A. This is a self-test to help you assess the relative importance you place upon areas of learning. Study the following list of seven words. (Examples are given, others apply, but accept those given for the purpose of this test.) In the left-hand column, rank each word in the order in which you emphasize it in your classroom. #1 would indicate that the item marked received the most emphasis; #7, the least.

____FACTS (names, dates, places)
____SKILLS (addition, spelling, welding)
____VALUES (my family is important, but money is more important)
____ATTITUDES (you should be on time)
____BELIEFS (all people are created equal)
____FEELINGS (love, hate, fear)
____IDEAS (equality, triangulation)

INSTRUCTION B. Rank the seven items in the order in which your students would rank them to describe how you emphasize each in your teaching.

___BELIEFS	___ATTITUDES
___SKILLS	___FEELINGS
___IDEAS	___VALUES
	___FACTS

INSTRUCTION C. Rank the seven items in the order in which you would prefer to emphasize each with your students if you had the opportunity.

___IDEAS	___VALUES
___ATTITUDES	___FACTS
___FEELINGS	___SKILLS
	___BELIEFS

INSTRUCTION D. Bring *closure* to the exercise. Complete these sentences. . . .

1. **"As I compare the rank orders I made, I see that I. . . ."**
2. **"On the basis of conclusions I draw from these comparative rankings, I would define 'learning' as. . . ."**
3. **"On the basis of my definition of 'learning,' I need to. . . ."**

Up to this point, the concepts presented were designed to elicit your reactions. Many adults find this approach disturbing. Without an authority figure, the expert who will tell them what and how they *should* think, provide information, and direct them step by step to the completion of a task, they become very anxious.

___"I expect you to give me the facts. You're the expert."
___"Feelings don't belong in the classroom."
___"Why are we fiddling around with this valuing and feeling stuff? Let's get to *work*."
___"Don't ask me questions. Tell me what to do."

You have probably experienced a similar reaction from students, parents, or other teachers. Perhaps you also feel uncomfortable when you are not told by an expert, in this case a book, the specifics of what and how you *ought* to learn. Like the majority of us who achieved success in the traditional educational system which stressed the recall of facts and concepts, adapting to an open system which stresses inquiry, involvement of the whole person, and creative exploration will of necessity cause some stress. The anxiety and discomfort which the change causes, it seems, is almost proportionate to the degree of success an individual experienced in a traditional learning program. Thus, teachers who have adapted their life patterns to the traditional discipline and "A" students who succeed best in meeting the system's highest expectations more usually find first contact most disconcerting. On the other hand, you will discover that a transfer of emphasis which fosters more involvement in decision making, greater creative thought and expression, better interpersonal relations, and increased personal growth will give rise to an excitement and involvement in learning which you may not have experienced previously.

Helping Students

Most young learners, programmed to passive watching by years of TV, will welcome a chance for greater involvement in their learning. You must be careful, however, that you should not be disconcerted by their initial adherence and sometimes reversions to old behavior patterns. If you carefully plan each activity and follow these basic guidelines, you will witness their evolution as involved learners.

1. *Expect from your students only what you would expect from yourself.* If you would not involve yourself in a strategy, do not ask your students to participate in it. As a rule of thumb, you should participate with them in each activity. If you feel uneasy in the water, don't feed others to the sharks.
2. *Encourage each individual to exercise her or his individual right to abstain from participation in any strategy.* You should strive to make the "pass-rule" an accepted norm of behavior. This is an elementary first principle of any classroom that encourages decision making and free choice.
3. *Accept each individual as the person she or he is.* Recognize individual differences — intellectual, emotional, ethical, cultural, attitudinal, physical, and so on. Most importantly, adjust your criticism to fit the child's capability to respond.

4. *Concentrate on trust building.* Traditional attitudes tell teachers, "Don't smile until Christmas." Such an attitude has no place in a supportive learning atmosphere. During the first months, most strategies you select should focus on the trust relationship *among* you and the students.
5. *Prepare to fail.* You are entering a new arena. Explore. Your students will appreciate that you are willing to risk failure. More importantly, they will see in you a model who can fail, recover, and start anew.
6. *Listen.* We teachers tend to talk too much. Sit back and listen. Listen to what the students tell you and say to each other. Listen to their concerns and delights. And when you have the urge to take over a student activity, restrain yourself.
7. *Observe.* Watch student behavior carefully. Notice which students are having difficulty adjusting to the open atmosphere. Watch for small conflicts, explosions generated from frustration, nervousness.

Charting

Behavior Continuum

INSTRUCTION A. "How I act in the classroom will speak clearly about the values and attitudes that I claim." On this continuum, you will rank your behavior in the classroom. Place an X on each chart to indicate how much actual time you give to each of the items mentioned.

1. I encourage each student to "pass" on any learning activity about which she/he feels insecure.

always **never**

2. I listen to student concerns.

always **never**

3. I expect each student, regardless of individual differences, to complete all learning activities, but at her/his time and pace.

always **never**

4. I observe individual activity.

always **never**

5. I participate with students as a colearner.

always **never**

6. I plan strategies to build and maintain a feeling of trust and cooperation between myself and my students.

always **never**

7. I encourage exploration and risk-taking.

always **never**

8. *En toto,* my behavior demonstrates encouragement, acceptance, trust, personal risk, listening, and observing.

always **never**

The Stages of Involvement

____"Adolescents aren't capable of making decisions by themselves."
____"Give them freedom and they'll just run over you."
____"You can't let kids do what they want. They don't know what they want."

If a young colt is enclosed tightly in a corral from the time of saddle-training and then suddenly turned loose, it will react in one of several characteristic ways. It may break wildly for the open space before him, bucking and kicking and galloping with wild abandon. Or it may step tentatively, even suspiciously, from the familiar world into the unknown. Whatever the reaction, the colt discovers a new experience and requires careful, skilled handling in order to learn to survive in his new world. Likewise the student. Although each young person who has learned in a tightly controlled normative system may react to the freedom of an open learning system by exhibiting differing extremes of behavior, it is evident that survival depends on the help given by trained, experienced hands. Just as the young colt becomes more valuable

because of its training in uncorralled fields, so too the student becomes a fuller, richer person from learning in an open learning environment.

In the process of mastering the stresses and pulls of the open environment, a learning environment system which most closely approximates the choice-dominated society which the student will enter, five stages of development become evident. *What specific form — the open classroom, the pod, the alternative school, the school without walls — the openness takes does not seem to matter, nor does the student's previous degree of success or failure in a traditional program.* Each student who moves from a closed classroom to an open-learning environment spends some time in each of these five stages:

(1) *Initial Anxiety.* New worlds present new threats. Old worlds provide carefully worked-out securities. Like the move to a new house, going to college for the first time, or changing jobs, the concerns about "who I am" and "how I will fit in" unsettle. This stage will last as long as it is necessary for the individual to find friends, "kindred spirits," and trust the teacher. When things begin to click, tension is reduced and involvement begins.

(2) *The Honeymoon.* The joy and enthusiasm which accompany the student's introduction to new-found freedoms are self-contagious. Whether "gallopers" or "toe-testers," the students revel in their learning — "doing my own thing" and "no hassles — what a blast." From the teacher's point of view, the involvement and enthusiasm may create delusions akin to the utopias described in textbooks.

(3) *The Awakening.* In every marriage, the day dawns when the newlyweds awake to discover that the honeymoon has ended. For the first time, the full import of their marriage vows becomes apparent. "Do we want this marriage to work?" "Can we live with each other under these conditions?" So, too, the student discovers the challenges, the difficulties, the hard work implicit in an open-learning opportunity. The questions begin: "Is it worth the struggle to restructure myself so that I take control of what I learn? Or do I want to continue being a spoon-fed learner? I have an inkling of myself and my limitations. How much do I really value learning how to learn?" In most cases, the initial awakening response is 100 percent defensive. The patterns vary in form, but the purpose is one — to deny the snoring, hair-done-up-in rollers, temper-tantrums, no-cap-on-the-toothpaste reality of the honeymoon's end. Some of the patterns are:

a. *The Hider.* Some students, faced with a picture of themselves being devoured by the seemingly monstrous task of overcoming personal inadequacies, both real and imaginary, find ways to hide themselves and avoid confrontation with themselves. Some, who bury themselves in nonessential work, hide behind the task orientation of the work-aholic. Others, refusing to communicate, isolate themselves from human contact and burrow into study carrels, library stacks, and book corners. In programs-without-walls, some students literally fade-into-nothingness.

b. *The Socializer.* A second avoidance personality is the super-socialite. Rather than admit the honeymoon's demise, this student paints on a smile and bubbles through the day with good cheer for all. There are no problems. Life is sunny and beautiful and bright. "God's in his heaven and all's right with — me!" There are many friends, gay ideas, and reports of wonderful, exciting, even thrilling projects *ad infinitum.*

c. *The Dreamer.* Each day brings a new, grand plan for great accomplishments. Yesterday's idea is forgotten in the excitement of today's new concept, ushered in with full pomp and circumstance. "Today, my David; tomorrow, my Sistine Chapel." But tomorrow fades into the illusion of the next dream which also melts without accomplishment.

d. *The Smorgasborder.* Many persons unfamiliar with the experience of an open-learning environment erroneously assume that an undisciplined student will isolate attention on one or two subjects — "I'll just do what I

like." If an individual, adult or student, can focus complete attention on one or two subjects for a prolonged effort, that person is NOT undisciplined. For the undisciplined, behaviors contrary to in-depth concentration are the norm: smorgasbording or picking a little bit of everything to avoid significant choices. It is easier to load up with tidbits of irrelevant nothings than make serious choices about important learning. Thus, the smorgasborder avoids choices by tasting every curricular offering, but masters no learning in a 29-hour day.

Avoidance tactics are limited. Like drug addiction, the need for more and more tactics becomes greater and greater, but eventually the student "bottoms out": the student is face to face with the self. The mirror is clear. It only remains for the decision — where to go from here?

(4) *The Struggle.* When the student decides that she or he can accept the image of self, with its limitations and potentials, then begins the fourth stage, the struggle "to become a person." This is the time when a sapling, bent by winds and scaled by insects, fights upward toward the few sun rays which break through the heavily-leaved branches of the mature forest. It is the time when the young learner begins to accept feelings, clarify values, and examine the beliefs that will help attain a self-defined identity with the support and skill of the teacher's expertise.

(5) *Realization and Redirection.* In this stage, which is the omega and the alpha, the end and the beginning, the student discovers the pride of success. A goal is reached, a new dimension added to the self-image, and a new direction assumed with a stronger step.

The degree of support which an individual will need to move securely through these stages will vary. For a few radical risk-takers, the absolute removal of all external structures is most beneficial; for others, only the most gradual transition will lead them into areas of risk. In a conventional honeycomb school, you are not likely to have the resources to allow multiple structures as an initial step. Thus, you will need to begin with the slow dissolution of external control and implement an open atmosphere with caution for all.

In order to introduce the students to the search for self, use this chapter as a model: a blend of safe, uncomplicated strategies based on the concepts presented. Certain strategies lend themselves well as introductory exercises. When selecting and using strategies, there are two *caveats* to recall:

(1) *Proceed slowly.* You are moving individuals with varying risk-ratios from the known to the unknown. Let one unknown become a familiar, secure known before going on. Blend the strategies with the learning modes students know best: the lecture which gives information and the discussion which *allows* participation. The discussion of ideas is an ideal tool to introduce the discussion of process or "processing." *Processing is the examination of the purposes (why), concepts (what), and strategies (how) that were used to cause change (growth, learning).* In essence, processing is a discussion not only of *what* we learn, but an evaluation of *how* we learn. Initially, it provides "safe" material for a new discussion tack.

(2) *Help students master each strategy.* The first step in becoming the master of one's destiny is to control the tools that help learning. Strategies are a set of tools that can facilitate that task. As the year progresses your students will take greater responsibility for their learning; responsibility implies the ability to control, to steer a course, to direct one's learning. The students cannot achieve this end unless they possess the tools to supplement the attitudes and the desires to control their own learning.

(3) *Fit strategies to issues and concepts that have the most meaning for the individuals involved.* Arthur Combs, the humanistic psychologist who has done pioneering work in self-concept research, points out that relevance has little or nothing to do with current events or contemporary topics, but rather that it deals with information that has personal meaning for the learner. For instance, if you are in the faculty cafeteria and you hear that there is a fire in the

suburbs, you might take a passing interest. When another teacher sits at your table and says, "Two houses burned in Rosedale today," your ears will perk up. Your parents live in Rosedale. When you discover the fire was on Oakwood Avenue, you become concerned. The student mail clerk gives you a note: "Please come to the principal's office. The Rosedale fire department called to inform you about the fire at 730 Oakwood." At this point you excuse yourself and dash to the principal's office. In short, when the information *affected* you, when it became personally meaningful or relevant, you acted decisively. Likewise, strategies which have significance to the learner are most capable of causing active learning.

Much of the information outlined in the last few pages will have less *relevance* for you at this point than after you have helped students in an open-learning experience. As you progress through this book, you can expect that "authoritative" exposition will decline and participatory problem solving will increase. By focusing your attention on this process, as well as the content, you may discover that McLuhan's "the medium is the message" applies to the printed word as well as to the TV and computer.

Processing This Chapter

At this point you may recognize that this chapter was written in two modes: the facilitative and the expository. In the first half of the chapter, your self-definition of values, feelings, beliefs, and ideas was highlighted. Clarifying strategies were used to lead you inductively through your own experiences and responses.

In the second part, the style changed to exposition. You were told how to use exercises, pitfalls to avoid, and reactions to expect if/when you elected to use clarifying strategies in your classroom. To recognize this shift is to perceive not only the shift in style, but also a shift in purpose.

Processing: Step I — Identify Purpose(s) of Chapter

A. _____

B. _____

C. _____

The remaining steps inherent in chapter processing are designed to further your self-definition skills by building the habits of reflection and application. You should concentrate less on what you think the chapter says and more on your understandings and insights.

Processing: Step II — Forming My Ideas in Response to This Chapter.

To leave the chapter with ideas only would leave the task less than half-completed. Having reflected on ideas, you may next process feelings. How did you respond to strategies? What values do you feel most positive about? What feelings did you perceive? The more precisely you can associate these feelings with the values, beliefs, attitudes, and ideas you discovered, the more clearly will you clarify directions you wish to take with your learning.

Processing: Step III — Identifying My Feelings

The final step with processing may be the most important: applying what you have learned (ideas, feelings, values, beliefs, attitudes) through your experience with this chapter to a situation important to you. If, for instance, you discovered that self-examination as suggested in this chapter frightens you, you may decide that you are not interested or ready to learn or teach in the facilitating style, at least right now. Accept that choice and find ways to improve your present style or discover a new style.

Processing: Step IV — Applying My Learning

As a conclusion to each chapter, you will find the formal exercise "processing this chapter." Eventually, I think you will discover that the exercise limits how you may wish to respond to the chapter. Keep in mind with this exercise, as well as all others I have delineated in the book, that the formalized strategies are merely starting points for your creative exploration.

To function well in a fast-shifting environment, the learner must have the opportunity to do more than receive and store data; she or he must have the opportunity to make change or to fail in the attempt.

Alvin Toffler,
Learning for Tomorrow

2

Beginning The Process

Examining

Voting

INSTRUCTION A. In this strategy you will read 10 statements. The questions will deal with the process of education experienced by you as a student. You have four choices: (1) yes, (2) no, (3) maybe or sometimes, and (4) pass. Circle your choice.

(1) In my education, the predominant emphasis was placed on facts, memory, and tests.
Yes No Maybe Pass

(2) In my education, the teacher controlled what I learned.
Yes No Maybe Pass

(3) In my past elementary education, teachers usually lectured or led question-answer sessions.
Yes No Maybe Pass

(4) In my education the final *product* (tests, term papers, essays) determined what I had learned.
Yes No Maybe Pass

(5) In my education, teachers spent at least 50 percent of the time teaching us how to learn.
Yes No Maybe Pass

(6) In my precollege education, I mastered the processes of learning.
Yes No Maybe Pass

(7) In my education, school structures took a variety of forms suited to different purposes (i.e., lecture halls, open classrooms, resource areas).
Yes No Maybe Pass

(8) In my education, I spent 80 percent (or more) of my formal learning time in a four-walled classroom directed by a teacher at the front.
Yes No Maybe Pass

(9) In my education, scheduled bells signaled the beginning and end of each learning period.
Yes No Maybe Pass

(10) In my education, I decided what I would learn, how I would learn, when I would learn.
Yes No Maybe Pass

The conventional honeycombed school works best as a data-processor. Experts, trained in specific fields of knowledge, pass information to the students who are the empty learning banks. To control the information flow the students are key-punched onto a specific terminal — algebra, ecology, English III — to receive the right information in the most efficient manner. In some cases, the data system can track students according to the students' ability to process the information skillfully on tests and exams. The one drawback is that the information system cannot guarantee quality or quantity absorption within a given time parameter. Thus all students, regardless of their information absorption rate, must move to the next terminal at a preprogrammed time.

Clarifying

Ranking Priorities

INSTRUCTION. In this strategy, you will examine the concepts presented in the computer analogy. You are trying to ascertain how you feel about each idea and what importance you place on each.

Within each group of three choices, rank the possibilities in the order of priority. The lead sentence will indicate the basis on which you can decide. A top priority in a group, you will mark #1; the lowest priority, #3.

(1) In my education, primary emphasis was given to
a. ____information
b. ____creative problem solving
c. ____decision making.

(2) In my classroom, I give primary emphasis to
a. ____information
b. ____creative problem solving
c. ____decision making.

(3) In a technological society,
a. ____the schools are the most effective source of information giving
b. ____the electronic media bombard the individual with more information than she or he can process

c. ____technology has created information processing tools such as the computer which have the potential to process information more effectively for the individual.

(4) As an information supplier, the conventional school is
a. ____the best
b. ____in need of improvement
c. ____obsolete.

(5) Students, the adults of tomorrow, need the school's help to
a. ____master learning processes
b. ____learn how to handle "future shock"
c. ____do just what they are doing now.

(6) If I want to prepare my students to survive in their future world, I should give primary emphasis to
a. ____more information
b. ____decision-making skills
c. ____creative problem solving.

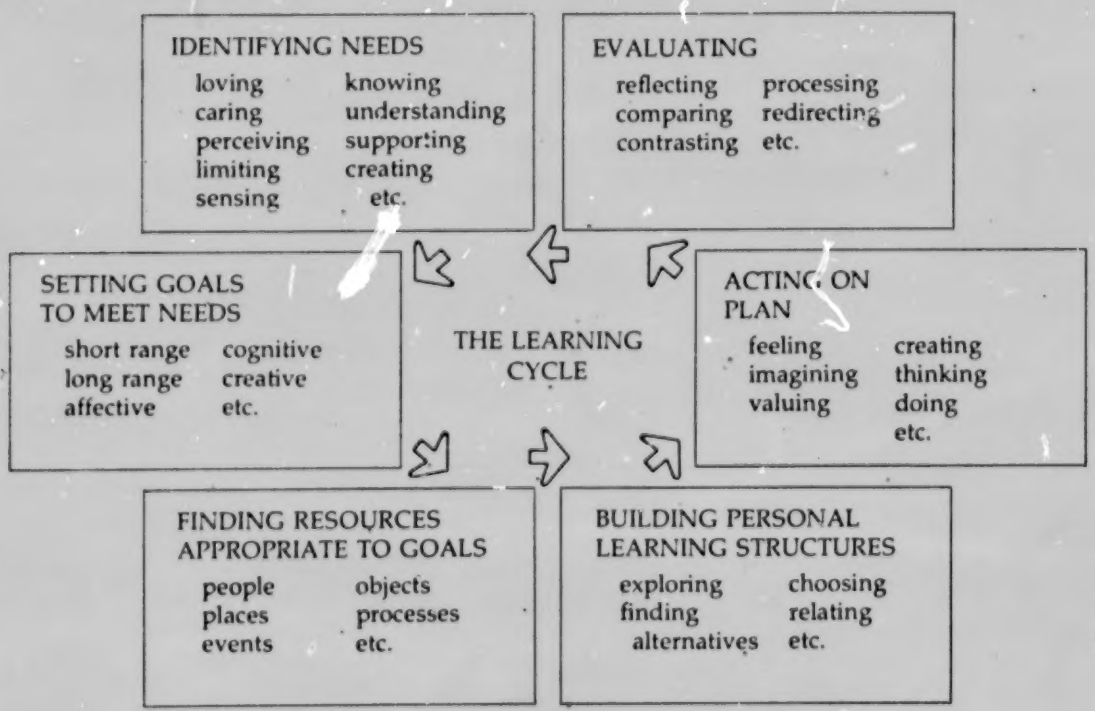
Reflecting

INSTRUCTION. Review your rankings. Think about *your priorities* and complete the following sentence. (Write your response. Use as much time as you need to say what you want.)

"In this chapter, I have discovered that I . . ."

Describing Learning

In miniature form, these strategies have reintroduced you to process learning. In schematic, you can see clearly the *cyclical* quality of this process. In this perspective, learning has no clearly defined beginning or end. It is a refining process: the more I learn about who I am, how I think, feel, act, relate to others, and identify my limits, the more clearly I discover what additional needs I have to achieve my potential and what resources, internal and external, I can use to help myself. In short, I define and discipline myself according to my self-identified strengths and weaknesses and decide to act according to my own values and beliefs.



STEP I.	STEP II.	STEP III.	STEP IV.	STEP V.
information provided textbook library research lecture controlled question-answer films, slides, tv controlled seminar	information gathered according to individual capacity to assimilate	student proves achievement test compostition report	grade awarded A B C D F	information provided a new unit

In contrast, a schematic of the learning process "traditionally" viewed takes on a linear perspective.

The values implicit in each schematic contrast sharply. In the traditional approach, subject matter content and skills are given top rank; the teacher decides what information will be dispensed and how the student will demonstrate achievement in comparison to achievement levels of other students. Of less import is teaching students *how* to learn the selected material; of minimal value is the student's opportunity to define personal learning or to control its selection and use.

A TRADITIONAL RANK ORDER
(1) What is taught
(2) How a student learns
(3) Who a student is

In contrast, the cyclical description of learning assumes that a student must establish personal identity (who am I? how do I relate to my environment?) before undertaking the mastery of subject matter. To the degree that the individual perceives self in control of survival (a positive self-image) to that degree can she or he define *how* her or his learning happens, and apply the attendant process skills to specific course content. Thus, learning how to learn — identify needs, set goals and so on — must precede the "what" in any curriculum.

A CYCLICAL RANK ORDER
1. Who am I?
2. How do I learn?
3. What do I learn?

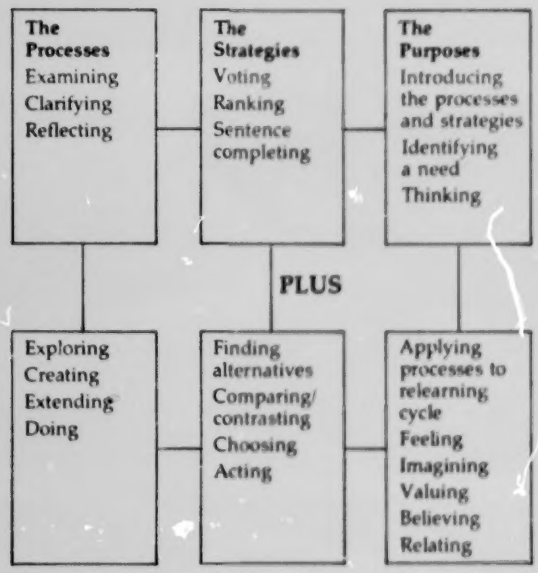
We hear much talk of negative and positive self-images, drop-outs, and tune outs. But change does not occur; the practiced value remains the same as do skills that have no personal meaning to students. The need exists to examine not the superficial qualities of learning in our schools — but to act on the values that will help students identify and pursue those commitments that will create their place in the sun.

The place to start is your classrooms with your students. This will require a commitment that may place you in conflict with the practiced values of your peers and your community. You alone can make that decision.

If you elect to create a learning environment more conducive to student self-direction, the least risk-laden approach is the introduction of your students to clarifying strategies as a support for subject matter instruction.

In miniature form, this chapter has reintroduced you to process learning. It has applied most of the principles discussed in the preceding chapter. Most importantly, it has outlined some basic processes and simple strategies that will help you introduce process learning to your students.

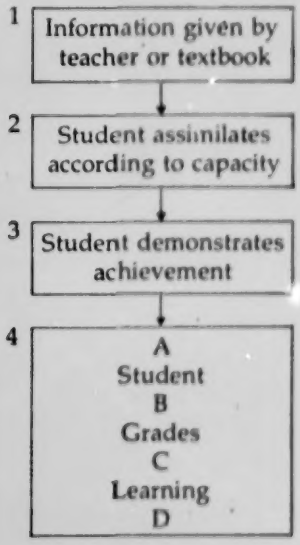
Begin With



EQUALS
THE LEARNING CYCLE

Describing Learning

A schematic of the traditional view of the learning process might look this way:



The greatest variation in this linear schematic might occur in step 1. In order to distribute the information more effectively, different modes of information-output are used —

The formal lecture
The question-answer session
Selected films, TV, tapes, and slides
The teacher-controlled discussion.

In the open concept, however, learning is not viewed from a linear perspective, but as a *cyclical process.* In the cyclical perspective, learning has no finite beginning or end. While the linear scheme emphasizes "what was achieved" as a terminating point, the cyclical scheme has no terminating point. The process refines itself: the more I learn about who I am, how I think, feel, value, act and relate, the more clearly I discover what additional needs I have to achieve my individual potential. In short, I discover a need to which I must apply the processes I have learned in order that I may achieve my long-range goals. Thus, learning does not end with a test, a grade, or a course's end. It goes on as long as I choose to exercise my freedom to learn.

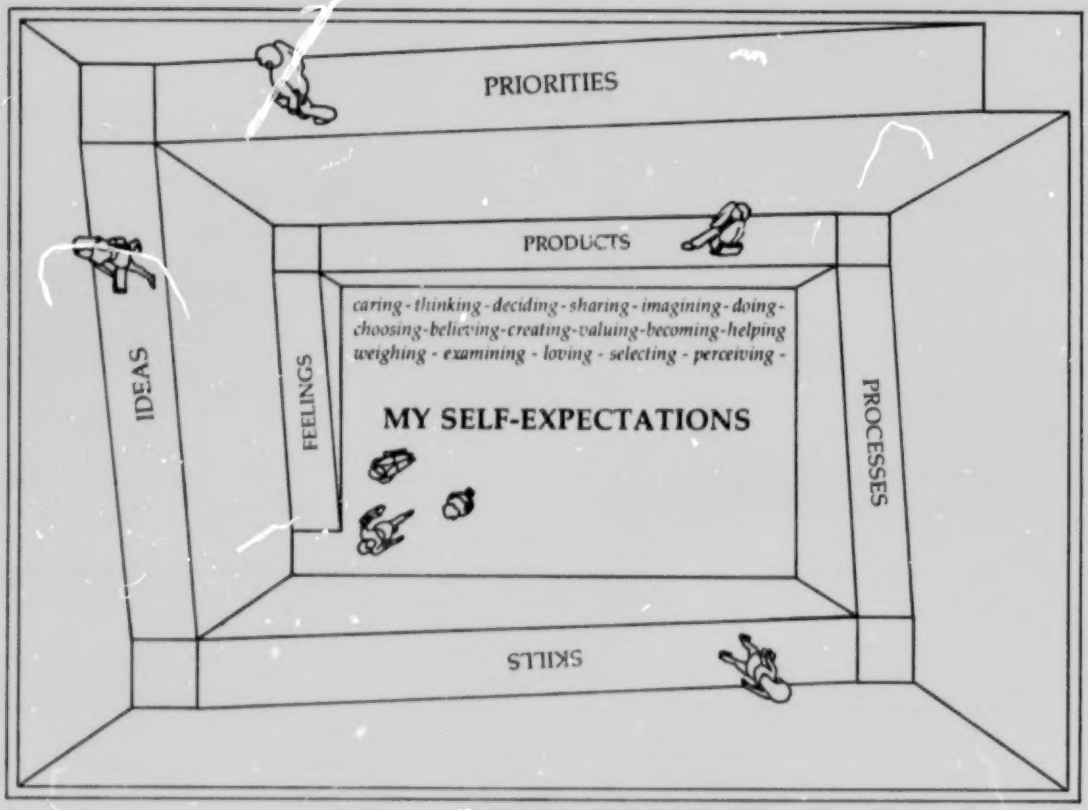
Introducing Students to Strategies

When *you* feel comfortable and ready, introduce your students to the open process with a few simple strategies. This will give you a chance to check out your own risk-ratio as well as to perceive firsthand the effect such strategies have.

Voting Strategies

Voting takes several forms. The most common is all-class voting by hand-raising. You pose a statement or ask a question —

____How many favor the President's economic plans?
____Who feels that professional sports are too victory oriented?
____Who thinks that the lunchroom needs less supervision by faculty?


PRIORITIES
PRODUCTS
IDEAS
FEELINGS
caring - thinking - deciding - sharing - imagining - doing - choosing - believing - creating - valuing - becoming - helping weighing - examining - loving - selecting - perceiving -
MY SELF-EXPECTATIONS
PROCESSES
SKILLS

Students, informed of the "pass rule," respond favorably by raising hands high in the air, negatively with thumbs down or no response, and so-so with a partially raised hand. Start the voting with light-hearted, safe, but relevant questions. As involvement increases, probe more deeply into significant subject matter, feelings, values, or attitudes related to class work or student interest. Use voting to introduce a new unit, to close out a lesson, or whenever a chance arises.

After the students are familiar with voting, allow teams or individuals to frame the questions for the class. By giving students this opportunity, you help them to learn basic strategies to use later in small groups, to develop positive attitudes about their own decision-making skills, and to identify the needs and concerns *they* feel.

Ranking Strategies

Up to this point, you have used ranking strategies in different forms for different purposes. Like voting, this strategy can help examine, clarify, set priorities, or choose. Values, feelings, ideas, and beliefs make good content for ranking strategies.

A few guidelines will help when you try a ranking strategy.

1. *Don't overload the circuits.* Three choices per group will suffice. If more are necessary, overlap groups.
2. *Encourage but don't force choice.* In every group, there appears someone who resists the distinctions you have given. Get across that this is okay, but that the idea is not a *right answer* or a *right order*, which is usually the hidden concern, but *the reasons for*

the person's distinction. Once the hurdle of "being wrong" is cleared, objections usually fade.

3. *Encourage students to make rank orders for each other.*
4. *Participate with students in the rankings.* Share your rank order with them. Your leadership in "risk" will allay their concerns about self-revelation.

REFLECTING STRATEGIES

A task-oriented society may give too little attention to the human need for reflection and self-examination. But reflection, in whatever form, allows us to step out of the race, put aside pressures, and examine the road we have taken. The meditation or reflection exercises provide a framework within which the meditator can move her or his mind and feelings as desired; the meditation may follow the leader's suggestions, or it may wander freely. In the context of these chapters, meditations focus on the self-knowledge process. It is preferable that the teacher participate in the reflection while using the tape recorder to guide the experience.

CHARTING STRATEGIES

More complicated forms of the voting-ranking strategies are the many charting strategies which encourage comparing, contrasting, and opinion seeking.

a. *Lists and grids.* Students are asked to list 10 to 20 items, feelings, values, etc. In adjacent columns, they reflect on responses that apply to each item. For instance, try "ten people I admire." List the persons admired in column 1. In columns 2 to 5 check the reasons which apply in each case.

Name	I admire . . . because she/he is			
	Wealthy	Powerful	Honest	Kind
1.				
2.				
3.				

b. *The circle.* Students are asked to divide a circle. The divisions may show relative importance of items to each other, time spent in activities, and so on. You may compound circles by stacking interrelated circles.

c. *Scale or continuum.* This strategy instructs users to chart alternatives along a scale. Each alternative is visible for examination of its advantages — disadvantages, good-bad points, positive-negative consequences. The scale forces examination of multiple positions before a selection is made.

Example. What is the best argument for price control? (1) Chart alternative arguments.

Saves consumer	Slows growth	Prevents inflation	Pushes inflation

(2) Give support reasons for each argument.

(3) Select the best argument.

STRATEGIES FOR ACTING

In the linear view of the learning process, projects have one purpose: to produce an end result by which the student's achievement can be measured. Thus the graded test, essay, or term project. In the cyclical view, the project assumes an additional function: a strategy to facilitate examining, clarifying, relating, and other processes — a means to an end. Here are but a few:

A chess tournament
Poetry writing
Building a computer
A classroom government
Role playing

Editing a class newspaper
Playing a musical instrument
Equipping a resource room
Tutoring
Writing a book
Building and using a telescope
A variety show at a retirement home
Stream cleanup
Rummage sale
Designing a playground
Renovating a house
Oral interpretation
A dance program
Lab experiments
Field study

STRATEGIES FOR EXPLORING

The exploring strategies are open-ended spin-offs that facilitate nonlinear thinking. With the exception of whips, all are adaptable to group or individual use, as long as participants will defer making qualitative judgments about the ideas contributed or feelings expressed.

(a) *Brainstorming.* Industry has long relied upon this strategy to invent new ideas and products. Delayed judgment, quantity expectations, a cooperative spirit, and combined energy establish an atmosphere conductive to creative thought. A problem is posed: "How can we improve the taste of our hot dogs?" or "How can we make this a better class?" All ideas are written down. Judgment on the value of any idea is deferred until the possibilities are exhausted. When the brainstorming is ended, other strategies will help select the best ideas.

(b) *Random thinking.* In this strategy, a problem is posed. Five words are selected. Each thinker brainstorms all the ideas she or he can associate with the problem. All ideas are recorded without judgment. Rational problem-solving strategies are applied to the recorded ideas to select the most desirable solutions.

(c) *The whip.* The whip guarantees every individual who wishes it the opportunity to contribute to a solution. Sharing, borrowing, associating, and building on others' input are encouraged.

Problem: How can we improve our group discussion?
First Student: by listening to each other
Second Student: by not talking so much
Third Student: by being more sure of what I want to say
Fourth Student: by being more honest
Fifth Student: by being more accepting
Sixth Student: by accepting and listening . . . and so on.

The whip, as will each of these other strategies, may serve other purposes. Essentially it is a structure helpful to novice groups which may have a few hesitant contributors. Simpler whips such as "I am proud . . ." whips, "I am most satisfied . . ." whips, or "I need to learn . . ." whips are excellent ways to develop a climate of greater trust.

GROUPING STRATEGIES

The spectrum of group purposes extends from high-task ordered groups which follow specific subject matter study to interpersonal groups which function as support-share-personal growth groups. Groups also differ according to the definition of leadership role.

(a) *Functional differences*

1. *The subject matter group* functions to solve problems related to course content. The groups may have an outline, prepared by the teacher, which guides the members step by step in the gathering of information and preparing of a report. Such report topics as "The Character Development of Othello" or "Causes of the Civil War" or "A Survey of Flora and Fauna in Northern Illinois" are typical.

2. *The project group* functions to complete a task with a product that can be evaluated. A play, a scale model, a mural, or a bazaar are possible products derived from the group planning.

3. *The process group* functions to help the members understand the group process. The group focuses its attention on

the learning cycle. Products and subject matter will resemble those of the product and subject matter groups, but will receive attention secondary to that given the process skills.

4. *The home-base group* functions to create a nonjudgmental relationship among members *assigned* from different social, ethnic, or racial groups. This group provides the opportunity for each student to learn how to solve nonacademic problems with individuals from different backgrounds and outlooks. Each group designs its reason-for-being and plans activities to meet the group needs — picnics, games, social service activities, help-projects, and the like.
5. *The support group* functions to create strong interpersonal relationships among *student-selected* members. The group is selected by one student who respects the insight of those selected. The group acts according to guidelines set up by the student who asks to evaluate her or his learning growth. Trust is built so that the student will solicit the most honest judgments possible concerning the depth, breadth, and intensity of learning, by her/his definition.
6. Leadership role differences
   (a) *The teacher as leader* determines the content, the process, and the outcomes expected and then instructs the class.
   (b) *The teacher as helper* uses strategies that enable the group to move itself through the learning process — from needs assessment to evaluation.
   (c) *The student as leader or as helper* assumes the leadership or enabler role.
   (d) *The group with differentiated student self-guidance* functions to plan and implement a self-determined process. Individuals assume different roles — mediator, conciliator, secretary, subject-matter expert, etc.

PROCESSING STRATEGIES

Processing strategies are informal evaluation tools which have four purposes: (1) to help the learner examine *how* learning occurred; (2) to assess the learning processes which need refinement; (3) to explore alternative ways in which the learner might apply the skills, concepts, and processes mastered to other avenues of learning; (4) to establish closure.

(a) Whips

Use the whip strategy to allow a student to affirm a sentence completion to her or his group or to the class. (Don't forget the pass rule.)

_____ Today, I learned . . .
_____ I am pleased that . . .
_____ I discovered that . . .
_____ A question raised on this discussion is that . . .
_____ I am proud that . . .

Begin the whip by designating a starter, and move counterclockwise. Use a humorous but nonoffensive chance attribute — "the person wearing the most red," "the person with the longest name" — to designate the starter. Be certain that all who choose to receive an opportunity to comment.

(b) Closure Cards

Hand out 3 x 5 index cards. Ask each student to write a statement on the card — no signatures to assure privacy — which will give their final thoughts or feelings on the issue or topic of the class period. Thoughts, feelings, images, titles for the day, associations, and other comments will provide adequate closure material.

_____ I'm glad that our group finished.
_____ I was sorry to see what Reconstruction did.
_____ Today was "Argument Day." Ugh.
_____ I like the way everyone worked hard.
_____ War is rotten.

(c) The Journal

The Journal, a personal diary, is a very private enterprise. Each student decides when to make an entry (you provide abundant daily opportunities and encouragement — the student decides whether to use the opportunity or to pass); what goes in the Journal (you suggest topics, sentence completions, and other strategies, which the student chooses to complete or ignore); how well or how poorly she/he wishes to make entries. (You have no correction power unless the student requests your help or criticism. In any case, encourage students to forget about grammar, spelling, rules, and all the other editorial chains which may block self-expression. It is more important that the student feel comfortable about *what* is said.) Assure the students that no one will see what is written, unless an individual asks another student to read or comment on her or his entry.

When to make entries?

_____ whenever the urge strikes
_____ after a strategy
_____ at the end of a discussion or in the middle
_____ when you give the opportunity at the end of a unit or class period
_____ regularly every morning, noon, or evening
_____ one, two, or three times a day

What form?

___ words
___ phrases
___ sentences
___ paragraphs
___ essays
___ novels
___ poems
___ epigrams
___ stories
___ sketches
___ cartoons
___ songs
___ watercolors
___ collages
___ drawings
___ charts
___ grids
___ forms
___ exercises
___ nonforms

What content?

___ me
___ my feelings
___ my values
___ my attitude
___ my beliefs
___ my questions
___ my ideas
___ my statements
___ my hang-ups
___ my good points
___ my successes
___ we, us

How I relate to my friends?

____ my family
____ my teachers
____ my neighbors
____ my school
____ my support group
____ my state
____ my nation
____ my environment

Just as it is valuable for you to participate in strategies with the students, it is valuable to keep your own Journal. Join with the class in making entries and in sharing, when you are ready, what you have written. The students will take their cue from your leadership. Your attitude, your openness and trust, your willingness to share your feelings and values, your discipline in making regular, even daily, entries will encourage imitation. You may wish to set a specific time each day for Journals.

As the trust climate builds, you will find more and more students who are willing to share entries. Be careful that all who wish receive equal chance, even over several days or weeks, to receive recognition by sharing their Journal entries. Gradually, you will find the climate conducive to round table discussions of the ideas and feelings which individuals have expressed.

(d) Closure Continuum

This strategy will help you and your students provide support and positive feedback to each other. Do not attempt this until you and the students have a firmly rooted trust relationship. Use this strategy as a follow-up to a clarifying strategy. Give each student two copies of the feedback sheet. On the first sheet, the student signs her or his own name; on the second, the name of a designated or a self-selected partner. Each student — include yourself — will (a) self-evaluate, (b) evaluate another student. The topic extremes on each continuum should indicate various aspects of the issue, question, or subject under discussion, or it should be left open for the individual to construct personal criteria. In the latter case, the student would make duplicate entries on each continuum before the exchange.

Name. _____

INSTRUCTION A. Seven items are listed on the scales. You may add as many additional scales as you wish. When you have added the scales, exchange one sheet with any other person. After the discussion, complete both sheets. Return the other person's completed sheet.

1. Understands self — Lost in a maze
   1 2 3 4 5
2. Sensitive to others' needs — A cold fish
   1 2 3 4 5
3. Clearly defined values — In a values crisis
   1 2 3 4 5
4. Respects and trusts — Callous and vindictive
   1 2 3 4 5
5. Strong beliefs — Wishy-washy
   1 2 3 4 5
6. Committed and involved — Apathetic
   1 2 3 4 5
7. Constructive problem-solver — Sloppy thinker
   1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5

INSTRUCTION B. After you have rated yourself and your partner, reexchange the feedback sheets. Compare the responses.

INSTRUCTION C. In your Journal, comment upon the comparison. "In this feedback, I learned that I . . ."

Processing this Chapter

PURPOSES: _____

CONCEPTS: _____

FEELINGS: _____

APPLICATIONS: _____

"Whether or not you return is thoroughly unimportant," he finally said. "However, you now have the need to live like a warrior. You have always known that, now you're simply in the position of having to make use of something you disregarded before."

Carlos Castaneda,
A Separate Reality

3

Assessing Needs

Taking a Position

INSTRUCTION A. After each statement, there are four given positions: strongly agree, agree, disagree, strongly disagree. Circle the symbol that indicates where you stand on that needs issue.

1. Needs assessment, a diagnosis to determine what skills or concepts are necessary for the student's learning improvement, is an integral phase of the learning process.
   SA A D SD
2. My students are not *capable* of assessing their own needs.
   SA A D SD
3. Under present conditions, my students lack the skills for self-assessment.
   SA A D SD
4. Needs assessment *requires* exact, scientifically validated measuring instruments.
   SA A D SD
5. Individual learning needs are so unique that standardized measuring instruments are no help to me or my students.
   SA A D SD
6. Standardized diagnostic tests can help in some needs assessment situations.
   SA A D SD
7. Needs assessment is not the concern of a classroom teacher.
   SA A D SD
8. Due to the complexity of my students' needs, I am not capable of helping them assess their learning needs.
   SA A D SD
9. Needs assessment should be limited to the basic skill areas (reading, writing, computing) because these areas cover the obligation of a school to educate.
   SA A D SD
10. I have the responsibility to help each student assess any need that *affects* her or his learning.
    SA A D SD
11. The assessment of individual needs to learn how to learn is a necessary step in any student's learning.
    SA A D SD
12. The assessment of individual needs to learn how to clarify values, examine feelings, or establish relationships is as important as needs assessment of the basic skills (reading, writing, etc.).
    SA A D SD

ASSESSING SELF

My Needs Grid

INSTRUCTION A. Brainstorm 10 to 20 needs which you determine for yourself (my needs as a teacher, a parent, a daughter, etc.). As in group brainstorming, suspend judgment while you make your list. Don't worry about priorities, validity, or accuracy. Limit yourself to five minutes for making the list.

My Needs	Physical	Emotional	Social	Intellectual	Ecological	Personal Growth	Aesthetic	Other	My Comment
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

INSTRUCTION B. After you have listed your needs as best you could determine them, begin working on the grid. At the head of each column on the grid is a title. Column 1, for instance, is labeled physical, column 3 is labeled social, and so on. If you feel the first need listed is a physical need, check the box after that need under "physical." If it is also a social need, check the box under "social." Complete your list in this manner. Use the comment column to make notes, if you so desire.

INSTRUCTION C. After you have completed the grid, rank order the five needs you feel are *most necessary* for you to fulfill.

1. _____
2. _____
3. _____
4. _____
5. _____

INSTRUCTION D. In your Journal, comment on *why* you selected these five needs.

Let's Talk About It
(A Simulation)

SETTING: An educational TV studio. The participants, seated in a half circle, flank the reserved moderator, Dr. O.B. Jectivé.

CAST: *DR. O. B. JECTIVE, former school superintendent and now TV moderator.*

COL. K. P. STILL, Principal of Valley View Military Academy

MS. MARSHA McLUHANITE, open-classroom teacher in Waukesee Elementary District 107

DR. SUE TESTEM, Professor of Educational Psychology at City U

MR. BUCK STOPPER, Director of the Career Alternatives Program, Mission High School

DR. JECTIVE: I'm so glad that you have joined us for tonight's topic, "Do the schools meet individual needs?" As is our custom, we will first ask each of our panelists to respond briefly to the question. Then, we can light the fireworks up, so to speak. Why don't you begin, Colonel?

COLONEL STILL: I'd be glad to start. Let me begin by pointing out that at Valley View we do meet our students' needs. Our students' parents pay good money for us to teach reading, writing, and math. Students get a good preparation for college and build a firm character. Their needs are simple; we give them ample food and shelter, and the uniforms take care of clothing. Beyond that any child needs only to get good grades, become disciplined, and learn to obey. Whenever a child graduates from the Academy, the parents are assured that the Academy has met those needs and the child is ready for real life.

MS. MARSHA McLUHANITE: The children I teach are not living in a prehistoric cave. They are the inhabitants of a global village. Many are near "future shock." Technology and electronic media bombard their senses with values, images, and ideas which conflict and confuse. In my classroom, I try to give the children many options. The devices I have to assess their needs are very primitive. Waukesee doesn't have the money to buy fancy tests, so I have tried to make my own diagnostic tests. The parents insist on reading and math. I have concentrated on these areas. If a child has a talent in some other area, say art or geography, I'm really just guessing. And when it comes to non-cognitive needs, like Joanne's being too shy to talk after three months, I'm lost. Needs assessment needs a lot of work, even on the basics.

DR. SUE TESTEM: In my experience, most teachers expect too much. They compound simple problems. I have concentrated my research in the last three years on needs assessment. I agree that the tests so far devised are restricted and somewhat primitive. But we must be careful. We know more about the skills which are necessary to learn reading and mathematics. Therefore, we can form reasonable

behavorial objectives and sound tests. These objectives enable us to identify the measurable needs and construct appropriate diagnostic tools. If you will be patient, we will develop needs assessment instruments that someday will help us determine the most complex needs. For now, we must focus the students' attention on skills which we can measure and scale; any attention given to other so-called "needs" will raise unfulfillable and highly subjective expectations.

MR. BUCK STOPPER: The students in CAP have not had their needs met. And we aren't going to claim success with every kid who walks in our door. But they wouldn't come into CAP if something weren't missing in the traditional program. I've heard much emphasis on reading and writing. Our kids don't see reading and writing as "needs," but as skills that will help them get a job. They want to make a living. I know that may be a subtle distinction, but that's the way they see it. I think the problem comes from our ivory tower smugness which says, "I'm a trained teacher. Therefore, I know best what you need." Obviously, that attitude is all wet. If we would listen more to what the students say about their own needs, we wouldn't need CAP or have so many pushouts.

DR. O. B. JECTIVE: I'm a bit confused by your different uses of the word "needs."

DR. TESTEM: Yes, if we are going to conduct a rational discussion, I should expect some basic, objective definition with which we can all agree.

MS. McLUHANITE: All the behavioral objectives that purport to meet individual needs not withstanding, my students can't afford to wait for your research. They are not rats or monkeys and they aren't cave dwellers. In prehistoric times, the need to survive encompassed every breath, every action. Total concentration of energy went to survival skills. But that's not the 20th century. Survival today is more complex.

MR. BUCK STOPPER: I agree. The students I see in CAP and around Mission are the best examples of unmet needs. At one time, the correlation between knowing how to read and write and a job or college was clear and direct. But today's generation reminds me of a pinball, bounced and jostled by bright lights and clanging bells. Which direction, which slot, which bumper is not in their control. That's the nature of an electronic society. What I'm saying is this generation is hunting for basics more essential to their survival than reading and writing. It would be well for us to listen.

COL. STILL: You can't tell me that any child or adolescent is capable of determining what she or he needs.

MR. STOPPER: At what age would a person be capable, Colonel?

COL. STILL: That depends on the individual. Everyone matures at a different rate.

MR. STOPPER: I agree, but that doesn't answer the question.

COL. STILL: It is not the school's job to run a psychiatric clinic.

MS. McLUHANITE: You're clouding the issue, Colonel. I'm not describing emotionally disturbed children. I'm talking, and I think Buck is too, about the plain, ordinary, everyday kids in my class who have been raised on a diet of violence, war, and crime since they could lift their heads to see the TV, about kids who have been disillusioned by the hollow authority of Captain Basher-Dasher Cereals and Suzy Home-Styler Dolls and all the other empty dreams they've been promised. They can't believe authority because every time they do, they get taken. The only people they can trust are themselves. That's their age and they are its victims.

COL. STILL: I still must insist that this does not make them capable of deciding what they need to learn.

MR. STOPPER: I agree, Colonel. Given an educational system that strives inordinantly to measure each and every individual by rigidly established norms, that condones brainwashing under the abstruse title of behavorial modification, that keypunches kids into computerized statistics to proclaim "accountability"; given all this, what can you expect but passive resistance and apathy?

DR. TESTEM: I take exception, Mr. Stopper, to your attack. Children work best when they can readily perceive our expectations. Behavioral modification techniques, which you reject, are the logical implementation of that concept. Learning objectives delineate precise, measurable expectations which the child can readily obtain. Industry has already demonstrated that objectives make good management.

MR. STOPPER: Very good, Doctor. I understand the theory. But what you forget, Doctor, is the attitude that behavior mod reinforces — passive independence.

DR. TESTEM: I don't understand.

MR. STOPPER: I think you can agree that we live in a society saturated by machines, computers, electronic media. Machines serve us well, but in one respect, we are blinded by their benefits; each invention, each tool has a built-in independence factor. Air conditioning comforts us from sweltering heat, but when a brown-out strikes, how easily can we readjust? Trains and planes transport food from distant states. Suppose an energy shortage incapacitated all planes or trains? What would happen in our urban cities without massive daily delivery? TV turns dull subjects into entertaining specials. But what happens when the TV addicts get to school? What I'm arguing is that our technology creates an addiction more pervasive, more insidious than heroin or cocaine. Behavior modification is no more than another nail in the coffin. You brainwash a child to depend on your assessment, your expectations, your decisions. If successful, you will have a perfectly controllable child who abides by your every whim. Welcome, Doctor, to 1984, the ultimate triumph of scientific objectivity.

DR. O. B. JECTIVE: You have been very critical, Mr. Stopper. If we had more time, I would hope you would give us some positive solutions. Our time is up. Thank you for your ideas.

Finding Immediate Needs

INSTRUCTION A. Using the five needs you ranked as MOST NECESSARY FOR YOU TO FULFILL, list those needs in ranked order. Use column I, "needs."

INSTRUCTION B. In column II, "immediate needs," list two necessary steps that you must take or two subneeds possibly helpful as a means to meet the major need listed in column I. For instance, in column I, you might list (a) "being more open with my students," (b) "saying what I really think to my boss." Add an entry in column II for each entry in COLUMN I.

INSTRUCTION C. In column III, "means to get," list two means you might employ to obtain each immediate need listed in column II. For instance, after "saying what I think to my boss," you might list (a) tell her off at the next department meeting, (b) make an appointment to discuss our disagreement. Complete all entries in column III.

INSTRUCTION D. Check one box in the "DO" column against each need listed in column I. This will give you five action projects to complete as a means to fulfill assessed needs.

EXAMPLE:

NEEDS	IMMEDIATE	MEANS	DO
1 sharing	(a) open to students	(a) participate in groups	
		(b) conferences with each	
	(b) telling boss what I think	(a) telling her off	
		(b) make appointment	

RANK	NEEDS	IMMEDIATE NEEDS	MEANS TO GET	DO
1	A			
	B			
2	A			
	B			
3	A			
	B			
4	A			
	B			
5	A			
	B			

Reflecting

Needs Meditation

INSTRUCTION A. Follow the procedures you have developed for using self-reflection exercises.

Relax yourself . . . find a quiet spot to slow down . . . get yourself comfortable . . .settle down . . . close your eyes . . . recall the needs you assessed for yourself . . . what were they? . . . were the priorities real or a cover-up to avoid a need you won't admit? . . . have you done anything about the needs you identified? . . . why? . . . was the needs assessment helpful to you? . . . how did you react to the process? . . . how do you feel about what you decided? . . . think about your classroom? . . . as you organize it now? . . . what changes would you introduce to facilitate your students' needs self-assessment? . . . could they? . . . do they need self-assessment? . . . what are your students' needs? . . . improved skills? . . . a subject mastery? . . . success? . . . motivation? . . . belonging? . . . picture individuals . . . what needs do you see for each? . . . pick out a student who has special needs . . . what are those needs? . . . is the student aware of those needs? . . . or are the needs buried behind other concerns? . . . defenses? . . . how can you help that student? . . . can the student assess those needs? . . . can you find a resource person with special expertise to help? . . . what needs have you identified for yourself in this reflection? . . . do you need to learn assessment skills? . . . to relate more openly with your students? . . . to focus more attention on individual needs? . . . to give more attention to basic skills? . . . to help individuals relate more openly with the class? . . . to help individuals get in touch with their feelings? . . . to clarify values? . . . to identify assumptions? . . . to think more creatively? . . . to become more independent? . . . to help yourself in these areas? . . . pick out another student who is much different from your first selection . . . review her or his needs and how you meet those needs in your class. When finished, end the reflection.

Examining Practices

Areas of Need

INSTRUCTION A. On this scale, mark the amount of attention you actually give to each need area listed. The scale moves from very much (VM), to much (M), to some (S), to little (L), to none (N).

1. **Basic skills (reading, writing, computing) relevant to my discipline**

   VM M S L N

2. **Content (information, concepts) relative to my discipline**

   VM M S L N

3. **Valuing (clarifying, examining)**

   VM M S L N

4. **Thinking creatively (brainstorming, random idea-searching)**

   VM M S L N

5. **Thinking logically (problem-solving, inquiring)**

   VM M S L N

6. **Feeling (getting in touch with feelings, accepting feelings)**

   VM M S L N

7. **Believing (examining basic attitudes)**

   VM M S L N

8. **Relating (with other persons, the environment)**

   VM M S L N

INSTRUCTION B. In your Journal, complete this sentence: "I discovered that the areas of need which I should consider with my students are . . . "

As a first step to implement whatever decisions you have reached about needs assessment in your classroom, adapt the strategies that have helped you in this chapter. If you have decided that student self-assessment is important — *and that you are capable of guiding that process* — the strategies you used are ordered so that you will need only adapt the question content to your students. Here are some additional strategies which may help.

Needs Voting

Use the voting strategy (or adapt a whip, sentence completions, or rank orders). Review the procedures for voting in Chapter II.

How many need to review the quadratic equation? (content)

How many feel uncomfortable with the seminar? (relating)

How many need more practice with . . .? (skills)

How many are concerned that . . .? (believing)

Who is satisfied . . .? (attitude)

Overview

Overview is a small-group needs assessment or a subject-matter review strategy at the end of a study unit. Divide the class into small groups. Write the unit objectives on the chalkboard. Inform the class that each group should select three objectives from the list which ought to receive major attention on the unit exam. Mimeograph and hand out the following instructions for the strategy to each group. Distribute newsprint and magic markers to each group.

INSTRUCTION A. Select the three objectives for this unit which the group feels should receive major attention on the exam.

1. _____
2. _____
3. _____

INSTRUCTION B. For each objective, list what facts, ideas, or skills a test taker will need to show proficiency.

OBJECTIVE	1	2	3

Processing This Chapter

PURPOSE: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

Breath in my nostrils this breasty spring day
shouts a jubilee
like one of my old sweaty fathers:
in the surge of song and
sweetness of green trees and
the steaming blacky earth,
he lifted his head to a wildhorse tilt
and forgot that he was a slave!

Lance Jeffers,
"Breath in My Nostrils"

4

Getting In Touch

From the New Orleans slave markets to Buddy Bolten, from Coltrane to Louis Armstrong and James Brown, the blues of Black America have filtered passion and pain onto the contemporary musical scene. Soul music initiated the renaissance of feelings in America.

But can soul-sense survive in an insta-do, no-sense environment?

_____ Microwave ovens for insta-eat gourmet dinners
_____ Music synthesizers for insta-make symphonies
_____ Videotape machines for insta-replay family discussions
_____ Computers for insta-write novels
_____ Telstar for insta-surveillance
_____ Closed-ciruit TV for insta-pornography

When Did I Last . . .?

	Yesterday	Last week	Last month	Never
Cook myself a gourmet meal?				
Smell a rose bud?				
Touch a cheek?				
Listen to a symphony?				
Soak in a tub?				
Pick a daisy?				
Roll in the snow?				
Cry in a crowd?				
Scream with delight?				
Laugh in a theater?				
Savor a glass of chablis?				
___ _____?				

INSTRUCTION A. Complete the grid by checking the most recent time that answers each question.

INSTRUCTION B. In your Journal complete this sentence: "I observed in this grid that I . . ."

1. _____
2. _____
3. _____
4. _____
5. _____

INSTRUCTION C. Beginning with the top priority, brainstorm 5 to 10 ways that could make that experience more accessible or more regular to you or to persons you know well. Repeat the procedure for each ranked experience.

INSTRUCTION D. Mark the chart below. Apply the question to the brainstorming you just completed. Evaluate your performance by placing an X on the scale in the appropriate space between the extremes.

In the brainstorming I used —

1. _____
   reason — springboarding ideas
2. _____
   immediate judgment (good idea, bad idea) — deferred judgment
3. _____
   ordered selection — random responses
4. _____
   sensible answers — reckless abandon
5. _____
   pure logic — analogy

INSTRUCTION E. Examine your thinking process. In the Journal, describe how you think, what values control your thinking process, what ways of thinking make you uncomfortable, and the consequences of your thinking process on what you do and how you operate in a problem-solving situation.

If you use these strategies with your students, you will want to adapt the list content in "When did I last . . .?" To facilitate the brainstorming and processing activities, you could introduce both the "List" and the "Thinking Cap" as group strategies. Change the instructions and content to fit a group situation.

Ballot Box

INSTRUCTION A. In this voting strategy, check the answer that best approximates your classroom practice.
In my classroom, I encourage —

	YES	NO	SOME-TIMES
1. Cooperation	☐	☐	☐
2. Logical reasoning	☐	☐	☐
3. Instant solutions	☐	☐	☐
4. Acceptance	☐	☐	☐
5. Springboarding	☐	☐	☐
6. Use of metaphor	☐	☐	☐
7. Expression of feeling	☐	☐	☐
8. Deferment	☐	☐	☐
9. Competition	☐	☐	☐
10. Brainstorming	☐	☐	☐

INSTRUCTION B. Ask the class to rate you. Give each student a copy of the ballot. Tally their responses. As you study the tally, be aware of the feelings their responses generate in you. *What are the feelings? Which are the most intense? How are you reacting to those feelings? Can you detach your self and brainstorm multiple responses to this idea? "I could be more in touch with my feelings if I would . . ."*

Sensing

Sensations-I-Enjoy List

INSTRUCTION A. Allow yourself 60 seconds to list as many sights, sounds, tastes, smells, touches which you enjoy. Stop after 60 seconds if you have not completed 20 sensations. Complete the remaining columns. Use a "+" to indicate "yes" and "–" to indicate "no."

	I enjoy	I enjoy today	I enjoyed this week	I pursued	I told someone*
Example:	Smell of fresh spring rain	–	+	+	+
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

*"Today" — I enjoyed that experience today.
"This week" — I enjoyed it this week.
"I pursued" — I went out of my way to experience this sensation.
"I told someone" — I expressed my enjoyment to someone.

What does the list tell you about yourself? Are you a nonsense person? Do you use some senses more than others? How aware are you of the sense zones in your body? Your skin? . . . Your toes? . . . Your tongue? . . . Your lungs? . . . Your stomach? Is one sense more sharply tuned than others?

Fruits and Vegetables: A Blind Walk

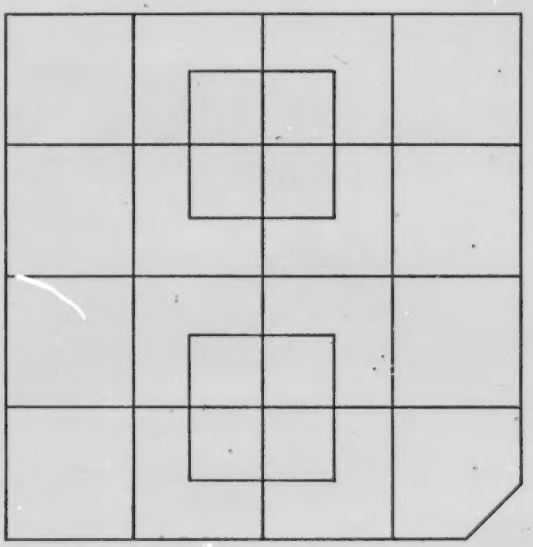
Bring a variety of fruits and vegetables to your class. Scatter pairs of students around the room. Be sure that you participate. Give each pair one blindfold large enough to cover both eyes *and* nose. One student in each pair will volunteer to be blindfolded and guided by the partner. If neither wishes to volunteer, switch some pairings. After the volunteer has covered eyes and nose, ask the guide to lead the blind person past your desk. Organize the movement so that only one or two pairs are moving at once. Spread the fruits and vegetables on the table. You should have one or two vegetables for each pair. Have the guide place the blind person's hand on each vegetable or fruit. Encourage the blind person to feel the size, shape, texture, distortions, protrusions and so on. After all items have been examined, ask the student to select one item with which to become familiar. Back at the seat, the blind person should — *without removing the blindfold* — (1) sketch the favorite object with as much detail as possible, (2) identify by name the fruit or vegetable drawn, and (3) identify by name as many other items from the desk as possible. The guide will write down the names. Finally, the pair should return to the desk and find the favorite object without removing the blindfold. (Vary this exercise by changing the objects or the senses used.)

After all pairs have completed the exercise, gather the class in a seminar circle for a discussion:

1. **Record the number of items correctly identified in each drawing. Share the drawings.**
2. **Record the number of items correctly identified by name.**
3. **Record the number of items correctly found in the second blind walk.**
4. **Discuss the procedures that individuals used to select and identify objects.**
5. **Draw conclusions from the experience about the sense of touch (or whatever senses were used).**
6. **Ask individuals to draw conclusions about their own sense awareness and make entries in their Journals.**

Perceiving

Seeing is not believing. How often have you been fooled by an optical illusion? How many times have you looked at an object with a friend and discovered that your impressions differed radically from what the friend perceived? The trained first violinist of the Cleveland symphony will hear Beethoven's Fifth more precisely than a tone-deaf preschooler or an amateur pianist. A socialite collector's view of a Rodin exhibit will not approximate an art critic's perception.



How many squares do you see on this drawing? Record the number. Instruct your class to do the same and record the number. Instruct your class to do the same and record the individual counts on the board — "How many see 1? 2? 3?" — until all possibilities are exhausted. Diagram a curve that charts the differences. What accounts for the difference? Ask the students to explain counts. (Write responses on the board as a discussion.)

As a follow-up to this discussion, project an ink blot on an overhead screen. Ask the students to list the images each perceives in the blot. Put the responses on the board, brainstorm possible reasons for the variances, and select the most probable. Conclude the activity by using the Journal.

_____write a poem that uses the images
_____write a story based on one image you saw
_____make your own ink blot and pick out the images

The Color Game

Divide the class into four teams: red, blue, green, and purple. Each team will plan one day's class activities to demonstrate the cultural heritage and identity of the color-group. The activities should include the following:

1. **Room decorations in the color, a national flag in the color, and a coat of arms in the color**
2. **Student art work in the color**
3. **A meal in the color**
4. **Costumes in the color**
5. **A play or film about the color**
6. **Magazine or newspaper with ads on the color**
7. **Songs and poems about the color**
8. **History book of the color**
9. **Famous people who wore the color**
10. **And whatever else can be used to demonstrate pride in the group color.**

While one group has its day, the other groups are required to think the day-color. After each group has completed its day, a fifth day should be given to processing the activities. Build on the insights learned from the perception strategies:

What good qualities did you perceive in your own color? In the others? How did you feel about your color? About the others? Why are there different points of view about the colors? What experiences gave you the most pride? What other feelings did you experience in this exercise?

Close the activity by using the Journal. "In this color game, a new experience for me was . . ."

Focusing

Two high school English teachers in Evanston, Illinois, snared the newspaper headlines several years ago when they were accused of using "unauthorized sensitivity sessions" with their students. The furor, which eventually caused the teachers' dismissal, stormed around misconceptions by other faculty members and, soon thereafter, by the administration and community. Each group, relying on a narrow perspective, focused not on the facts, but on what it wanted to see. As a consequence, a profitable learning situation, supported by the participating students and parents, was destroyed.

A Focus Game

Assemble the class in a multisound environment (a park near a busy street, a cafeteria, the classroom with several records or tapes going in each corner). Get everyone comfortable and relaxed. In your softest voice, take them on a sound tour. Focus their listening on individual sounds. As they become aware of the multitude of aural stimulations, help them to control which sounds come to the foreground and which are pushed into the background. Process the experience:

1. **What sounds did you hear?**
2. **What sounds did you like? Can you talk about that feeling?**
3. **How do you react to the process of focusing?**
4. **What are the implications of this exercise for you?**
5. **How can you improve your ability to focus?**

As you become more skilled in controlling your ability to focus, you will discover a greater awareness of both external stimuli and internal reactions, a more sensitive response to both, and an acceptance of the feelings which you experience.

Body Mirror

Get yourself into a comfortable position. Lie down or sit in an easy chair. Close your eyes and get in touch with your body. Feel the uncomfortable zones. Adjust your position until these zones are relaxed. Focus on the rhythm of your breathing. Feel the body parts which rise and fall, the muscles which help you inhale. Take five slow deep breaths. Feel the change in your nostrils . . . your chest . . . your diaphragm . . . what muscles move . . . continue breathing . . . inhale as deeply as you can . . . hold your breaths for longer periods . . . notice where you feel strain . . . pressure . . . release the tension . . . what are you experiencing? . . . what images of yourself do you see? . . . be your own mirror . . . continue your deep breathing and observe your face . . . what muscles tighten? . . . what ripples can you sense? . . . survey the rest of your body for five to ten minutes . . . control your focus as you move from part to part . . . notice when discomfort sets in . . . begins to pervade other parts . . . let it develop . . . focus on your reactions to it . . . what changes take place within you until you need rest . . . refocus on your breathing.

Self-Dialogue Scripts

After you have completed the Mirror exercise, select the feelings that were dominant. In your Journal, write a play script. Personify two feelings in a situation that allows you and your mirror image to discuss your feelings. Have the actors speak in the first person ("I", "we") and present tense.

Feelings Are Facts

It was not too long ago that teachers were trained to ban feelings and emotions from the classroom. "Thou shalt not destroy objective knowledge with personal feelings." While most students discovered the rules of that no-emotion game, few were prepared to handle the absurdity of the institutional schizophrenia which the behavior mod fad promotes: "Yes, there are emotions, but not on this side of the room. Affective objectives are scheduled for Mondays and Thursdays in the reading corner. Everything in its place, please." (And we wonder why students feel fractured and boxed.)

Precision: A Play

Sam Superintendent:
Togetherness? Horror of horrors.

Carol Curriculum Director:
We must maintain our standards. We have clearly defined each objective. No curriculum has ever seen such detailed breakdowns.

Tom Teacher:
I think the pen-holding objectives for advanced writing are brilliant. At last we are assured all students will place their little finger at the correct angle when holding the pen to write the word "is."

Sam Superintendent:
Such wonderful exactitude. The board will surely grant my raise now. We are models of measurable efficiency. Our assembly line is perfect.

Carol Curriculum Director:
Ford, move over.

Sam Superintendent:
I just don't understand those students who object to our precise methods.

Sound and Sense

For this exercise, you will need a classical dance recording, some finger paints (crayons or water colors will do), newsprint, and three pictures. Turn the record to a comfortable volume. Spread the newsprint, paints, and photos in front of you. Beginning in the upper left-hand corner, sketch as rapidly as possible images of the feelings you experience from the combination of the music and the three pictures. As your emotions change, move to a different blank space and begin a new sketch. Work in pace with the music. Let the sound and your feelings carry you to the end of the record. Conclude the exercise by transcribing your experience to your Journal. Describe the feelings, thoughts, and images you experienced.

Proud Sculpture

Take some modeling clay to sculpt a statue of yourself. Create an image that accentuates the positive feelings you have toward yourself. In effect, make the statue a sentence completion, an "I am proud that I . . ." statue. Describe to the class the feelings that you have communicated in your completed work. (This exercise is also helpful when discussing feelings of inferiority brought on by racial, ethnic, or social bias. Have the class discuss the positive aspects of darkness, womanhood, and the like. Then ask individuals to sculpt or paint an "I am proud" work.)

"Media, by altering the envoronment, evoke in us unique ratios of sense perceptions. The extension of any one sense alters the way we think and act — the way we perceive the world. When these ratios change, men change."

Marshall McLuhan,
The Medium Is the Massage

Experiencing

Seeing is not always believing. Optical illusions such as the window swinging on a fulcrum cause the viewer to blink twice. "If the senses are not trustworthy, what then?"

The American mania for objectivity and validity has created this paradox: Instead of learning to trust sense experience, students are taught to observe stringent adherence to measurement of the objective facts. Facts, of course, never lie. To counter this miseducation, teachers and students must sensitize themselves not only to sharpened sense awareness, but also to open acceptance of emotional experiences that flow, move, and change as the environment flows, moves, and changes.

Walking Alone

An Awareness Experience

Loneliness and aloneness are feelings that a technological society fosters in its giant, impersonal institutions. For all the crowds, hustle and bustle, and talk of personal interaction, many individuals — especially the young and the very old — are left alone and isolated to deal with feelings of loneliness and aloneness. If the lonely can conquer and control the despondency that stalks the empty nights, there is no fear of being alone.

Send the members of your class on an afternoon walk — alone. Tell each person to find a place to walk (to and from) which is at least three miles away. When each returns, she or he should use the Journal to recall the feelings, events, and places experienced. On the school day following the walk, assemble the group into a tight circle. With eyes closed and hands interlocked with the person on either side, the group should review the journey. One by one, let each describe what she or he did, saw, or experienced on the walk alone. Descriptions should be graphically detailed. After the last description, keep eyes closed but separate hands and move apart. Once again, ask each student to describe the walk, but focus on the feelings recalled. Most importantly, ask each to speak in the first person ("I") and present tense. ("I'm feeling carefree and excited . . .") as the feelings are described. After each has described the journey-feelings, open eyes. In the final whip ask each to describe her or his feelings during this experience. Keep comments in the first person, present tense. When all who wish have responded to the question, open the discussion to the directions it flows. Conclude the exercise by using Journals to record personal feelings and responses to the walk alone, the group experience, the discussion, or the feelings of trust that were demanded by the exercise.

Processing This Chapter

PURPOSE: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

Declaration of Independence

5

Questioning Assumptions And Beliefs

The Declaration of Independence announced to the Western world a new set of assumptions defining the essential rights of individual citizens. What were declared as self-evident truths in 1776, the Constitutional Convention adopted as the supreme law of the land in 1787. Since its ratification, the Constitution has sustained itself as the final protector of individual rights. As the nation evolved, contradictory state laws, attempts to usurp power, and historically ingrained, counterconstitutional values have dissolved under the just authority that declares by action that "all men are created equal."

But is the dream fulfilled for all Americans? Do those who share the dreams in the comfort of the good life assume that their life-style is the norm? How often, how intensely, do we question the assumptions and beliefs that we value? How aware are we that historically ingrained, counterconstitutional values have dissolved too slowly for many native Americans? Tacit assumptions do not give way to facts, logic, persuasive skills.

The Matchstick Puzzle

INSTRUCTION A. Give each student six matchsticks. The task is to construct four congruent equilateral triangles with the six matchsticks. Allow 3 to 5 minutes. As soon as one person succeeds, or at the time limit, stop all activity. Demonstrate, or have the successful experimenter do it, how to solve the problem. The false, tacit assumption is that all triangles must lie on the same plane. Solve the problem by forming a pyramid base with three matchsticks and three to define its sides. The result is a tetrahedron.

INSTRUCTION B. Discuss the implications of this solution for human relations problems caused by tacit assumptions that receive an affirmative answer. For students, change column III to "student."

INSTRUCTION C. After you have checked each appropriate column (II-VII), rank order those rights from which you or other persons are excluded. Make the rank according to the seriousness of the destructive effect which the exclusion has on the self-image of the excluded person or group. In the last column identify those who are excluded. (For students, change III to read "adult" and IV to read "student.")

I	II	III	IV	V	VI	VII	VIII	IX
My rights	As human	As citizen	As teacher	I exercise	I am excluded	Others excluded	Rank	The excluded
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								

INSTRUCTION D. Isolate the three rights that you ranked "most serious." For each, give two or three reasons that might account for an excluded individual's *not seeking actively* to exercise the right. Indicate whether *you* can substantiate that person's assumption with fact, or whether it is an opinion that neither you nor the person can counter with fact.

Excluded right	Reason I	Fact	Opinion	Reason II	Fact	Opinion
1.						
2.						
3.						

What conclusions can you draw from these guides? Have you assumed that some rights which are denied you are not worth the bother? What other limiting assumptions have you or others you know made about yourselves? What reinforces these assumptions? What beliefs about your own capabilities might chart new horizons for you? How do you extend yourself to achieve your goals and fulfill your capabilities?

Positive Assumptions Inventory

INSTRUCTION A. Brainstorm 15 or 20 of *your* personal capabilities (cooking gourmet seafood, mountain climbing, doing needlepoint, teaching slow learners, and so on). Remember that brainstorming calls for nonjudgmental thinking. Think as quickly as you can; write down or tape record each response. *After the list is complete,* or you have exhausted all possibilities, select the best ideas.

Name _____

Assumptions	Explicit	Me	Them	Implicit	Me	Them

INSTRUCTION B. Ask one or two other persons to do the brainstorming exercise with you. They, however, are to focus on *your* capabilities.

INSTRUCTION C. Compare the lists. What capabilities appear on all lists? Which of these common capabilities are based on *explicit* assumptions? What *implicit* assumptions are made in each list? Match the explicit and implicit columns.

Students may complete these strategies in small groups. If brainstorming is used as a group strategy, take care to instruct the participants in the ground rules for effective brainstorming:

(1) Have a student recorder. Every idea suggested must be recorded. Make no qualitative judgments. Go for quantity.

(2) Build ideas one on another or make spin-offs. Help each other to add ideas.

(3) Work quickly and cooperatively.

Separating Fact from Fiction

The Delphic oracle was called the fount of truth: her prophecies never failed. When Oedipus learned from the oracle that the plague would lay waste to Thebes unless the polluting cause were removed, Oedipus, the king, relentlessly pursued the facts until the horrible truth faced him: he alone was responsible. Having killed his father and married his mother unknowingly, he, the king, had defiled the country.

The Oedipus story symbolizes the unusual enigma which each person must face in the search for self: are the assumptions I make about the forces which I believe control my life based on fact or fiction? When others see me differently than I see myself, am I suffering, Oedipus-like, self-delusion which rejects all advice as blind and misbegotten? Or have I distinguished clearly between fact and fiction?

Proof of Validity

INSTRUCTION A. Select one of your basic assumptions about which you and your group members cannot agree. Those who agree that the assumption is valid for you will construct one list; those who disagree will construct a second list. You join one group or the other. Each group should list in the first column 5 to 10 examples of behavior (specific incidents) or attitudes expressed (specific quotes) that illustrate support for the position being argued. In addition, in the column headed "Would Do," list what behaviors or attitudes not demonstrated would be necessary to prove the opposite point.

	VALID LIST		INVALID LIST	
	What She/He Does	Would Do	What She/He Does	Would Do
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

INSTRUCTION B. On the basis of observed behavior, which assumptions made in prior strategies hold up in fact? *To what degree do you (or the student in question) act on your capabilities? What appears to be the relationship between performance and assumptions about limits and capabilities?*

INSTRUCTION C. Use your strongest communication skill (writing, painting, dancing, sculpting, weaving, photographing) to create a self-portrait that communicates your five strongest talents. This might take the form of a symbolic painting, a descriptive essay, or a poem. You decide.

or

Select your five most hidden talents, take them from under the bushel, and devise a way to show a good friend what these talents are. For each talent you should have one product which either depicts the talent or is a result of that talent.

Perceiving Beliefs

The Declaration of Independence speaks of the "Creator"; the Constitution separates church and state; the American flag hangs in churches and synagogues; the Supreme Court bans classroom prayer. How can such opposites coexist? Surrounded by such paradox, what and who can be believed?

Agreement Continuum

INSTRUCTION A. Respond to the statements listed below by marking the spot on each continuum that most accurately reflects your position.

1. **The founding fathers separated organized religion from government to protect each from the restrictive power and control of the other.**

Strongly agree **Strongly disagree**

2. **The separation of church and state limits the right of individuals to believe in a supreme being.**

Strongly agree **Strongly disagree**

3. **The separation of church and state limits the right of the individual to practice a religion.**

Strongly agree **Strongly disagree**

4. **Schools should help each student clarify her or his religious beliefs as a way of attaining a positive sense of self.**

Strongly agree **Strongly disagree**

5. **Schools should help each student to question her or his beliefs in the "self-evident" truths outlined in the Declaration of Independence.**

Strongly agree **Strongly disagree**

6. **My beliefs in no way affect my sense of self.**

Strongly agree **Strongly disagree**

7. **The search for personal meaning may take many forms.**

Strongly agree **Strongly disagree**

8. **There are no universal truths.**

Strongly agree **Strongly disagree**

9. **Questioning basic tenets leads to trouble.**

Strongly agree **Strongly disagree**

10. **What I say I believe could be reflected in what I do.**

Strongly agree **Strongly disagree**

Personal Declaration of Independence

INSTRUCTION A. In your Journal, write your own Declaration of Independence. Make it as accurately reflective as you can of the basic tenets or principles of life that are evident in the way you live. (These may or may not have religious connotations.) "When in the course of human events, it becomes necessary for me to dissolve the false assumptions that have bound me to others. . . ."

Commiting Self to Action

"Man is the kind of creature who cannot be whole except he be committed, because he cannot find himself without finding a center beyond himself. In short, the emancipation of self requires commitment."

Reinhold Neibuhr,
Religion and Freedom of Thought

Your Choice for Action

INSTRUCTION A. Pick one of the topics listed in group 1 and match it with one of the strategies in group 2.

GROUP 1

trust, religion, humanity, freedom, nature, life, equality, charity, liberty, work, God, pursuit of happiness, property, sensitivity, or your own option.

GROUP 2

(a) ALL THE NEWS. FIT TO PRINT — Edit a two- or three-page newspaper built on the theme word you have selected. Show examples from cultural-historic characters who exhibited the quality or its opposite, make ads selling the quality, report events, crate a cartoon, and write an editorial with concrete suggestions to implement the value.

(b) WRITE A LETTER to your senator and congress person. Frame your letter's topic around the theme you selected. Give suggestions for how she/he might use personal influence to further your ideas.

(c) CREATE AN EDUCATIONAL GAME based on the concept you have selected. The game might create a path to a goal (such as liberty) with the obstacles that will hinder player progress and aids to help players to reach the goal.

(d) MAKE YOUR OWN . . . First make a list that describes every facet of the idea you selected. (Use brainstorming rules.) For instance, list every idea or statement about freedom that you can. (All people are free, freedom will destroy humanity, etc.) Secondly, select those ideas *which make most sense to you.* Organize these ideas into an institution (a city, a religion, a commune). Make the laws or rules, symbols, flags, constitution, and so on of your institution. Post your completed description.

(e) WRITE AND PRODUCE A DRAMA based on the concept selected. Plot the play about a conflict which, when resolved, will reveal your position.

(f) PAINT A MURAL depicting your feelings and beliefs related to the concept.

(g) OTHER ACTION PROJECTS

____Volunteer to work in a hospital emergency room, a nursery school, or retirement home.

____Compare prices in supermarket chains and publish your results.

____Volunteer to campaign for a candidate who reflects your political beliefs.

____Organize a church group to identify a common belief and find a way to practice that belief together.

Processing This Chapter

PURPOSES: _____

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FEELINGS: _____

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CONCEPTS: _____

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APPLICATIONS: _____

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For no one desires anything nor rejoices in anything, except as a good that is loved.
Thomas Aquinas,
On Charity

6

Perceiving Relationships

A Relating Continuum

Care, responsibility, respect and knowledge are mutually interdependent. They are a syndrome of attitudes which are to be found in the mature person; that is, in the person who develops his own powers productively, who only wants to have that which he has worked for, who has given up narcissistic dreams of omniscience and omnipotence, who has acquired humility based on the inner strength which only genuine productive activity can give.

Erich Fromm,
The Art of Loving

A person who has been educated for living freely in community will be self-directed without being self-centered. He will be other-centered without being other-directed. He will be free from the domination of others' wills but able to give himself fully in the terms of insight, sympathy, and talents to fill others' needs.

Paul Nash,
Authority and Freedom in Education

Love is an active power in man; a power which breaks through the walls which separate man from his fellow men, which unites him with others; love makes him overcome the sense of isolation and separateness, yet it permits him to be himself, to retain his integrity.

Erich Fromm,
The Art of Loving

INSTRUCTION A. Reproduce and distribute these statements to *three* representatives of each group: administration, teachers, parents, students. Ask each *group* to complete the following scales so that the extreme opinions (marked with X's) and the consensus opinions (marked with O's) are indicated.

e.g. Students should supervise cafeteria.

(Teacher Response)

X O X

Strongly agree ——— **Strongly disagree**

(Student Response)

X O X

Strongly agree ——— **Strongly disagree**

Your task is to observe each group as it completes the scales. Use the observation tool that follows the scales.

1. **Care, responsibility, respect, and knowledge are mutually interdependent.**

   Strongly agree ——— **Strongly disagree**

2. **The students in this school are disrespectful, disobedient, and irresponsible.**

   Strongly agree ——— **Strongly disagree**

3. **The students in this school need close supervision to prevent damage to property.**

   Strongly agree ——— **Strongly disagree**

4. **Students should take the responsibility to supervise each other in the enforcement of school rules that the board and the administration have devised.**

   Strongly agree ——— **Strongly disagree**

5. **A person who has been educated for living freely in a community will be self-directed.**

   Strongly agree ——— **Strongly disagree**

6. **This school educates its students to live freely in a community.**

   Strongly agree ——— **Strongly disagree**

7. **Students are given multiple opportunities to learn how to make intelligent, free choices.**

   Strongly agree ——— **Strongly disagree**

8. **Faculty in this school give top priority to helping students become self-directed.**

   Strongly agree ——— **Strongly disagree**

9. **Most students in this school use talents to help each other by choosing to help faculty and peers in concrete ways such as tutoring, reorganizing classroom materials, maintaining nonpersonal records, decorating, mutual courtesy and learning, material sharing, etc.**

   Strongly agree ——— **Strongly disagree**

10. One can merge one's self in ecstasy only as one has gained the prior capacity to stand alone, to be a person in one's own right.

Strongly agree **Strongly disagree**

11. The programs and structures of this school encourage students to develop personalized learning goals.

Strongly agree **Strongly disagree**

12. The programs and structures of this school help students to share learning with each other.

Strongly agree **Strongly disagree**

13. The programs and structures of this school help students to share talents with the communities in which they live.

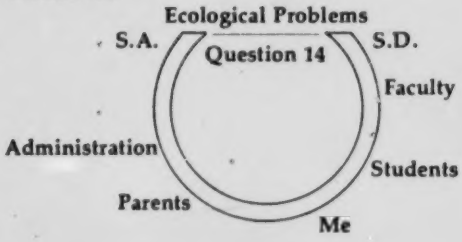
Strongly agree **Strongly disagree**

14. The programs and structures of this school help students to build positive working relationships with their families and other adults.

Strongly agree **Strongly disagree**

INSTRUCTION B. Gather the responses and chart the consensus view of each group on the "opinion horseshoes." Chart your own response to each question and add it to each horseshoe (you should have 14).

EXAMPLE:



INSTRUCTION C. In your Journal, complete this sentence: (1) "From the relationship horseshoe I discovered . . ."

There are many variables in this strategy. You may wish to vary the small group size or makeup by mixing students, teachers, administrators, and parents together or add questions that question relationship patterns and structures in your school with more specific topics. For instance, if your school has a multiracial or multicultural student mix, questions should deal directly with issues common to those groups, such as, "In this school, teachers give respect and recognition to the racial/cultural heritage of Indian Americans" (or whatever racial, cultural, ethnic groups are represented). If the exercise is used exclusively with students, or if the climate is conducive to open discussion among students, faculty, parents, and administrators, a discussion should follow the posting (use newsprint) of the horseshoes. You should moderate the discussion.

Group Roles

In order to acquire the skills that will help students work more effectively in problem-solving groups that are dependent upon cooperative relationships, you must spend some time observing the behaviors that individuals adopt in a group situation. You can communicate your observations to the groups or to the individuals, whichever is necessary to help students improve their group skills.

The Dictator — dominates the group, constantly interrupts to give the correct answer, insists on maintaining her or his point of view, pouts when challenged.

The Compromiser — attempts to resolve arguments by synthesizing polar points of view, suggests alternate positions, coordinates process of reaching the goal.

The Arguer — loves to fight, will take opposite position of the group majority just for the joy of battle.

The Clarifier — raises questions, examines all different points of view with consequences and obstacles relevant to each.

The Isolate — withdraws from active participation; may listen or may dream, but says as little as possible, may respond to a direct question.

The Doubter — constantly raises questions of a theoretical nature, "yes, but what if . . .?"

Seldom contributes helpful movement to the group goal.

The Defender — rallies to the support of individuals placed on a hot seat, provides comfort, respect, and warmth.

The Follower — a "yes" person who relies on everyone else to think, moves with the majority.

The Attacker — challenges ideas and personalities, can cause deeper thinking or bruised feelings.

The Orator — loves to talk, but says nothing that helps the group.

Side-Tracker — never stays on the point, especially skilled at changing the point when the issue gets hot, avoids all tension.

The Destroyer — will hold side conversation, walk around, make wisecracks, or use any means to destroy group unity.

INSTRUCTION A. Make a chart that lists the *good* and *bad* characteristics of each role. Give a number to the name of each person in the group. (Keep groups small when you first observe.) As you observe group behaviors (note the plural — seldom will one student exhibit only one behavior), match the student's number on the chart noting the appropriate behavior.

EXAMPLE: THE DEFENDER

Good Reactions I Observed	Exhibited by Students #	Destructive Reactions I Observed	Exhibited by Students #
Support student being attacked	3, 5, 3, 1	Over-protective	3, 1, 1
Verbal comfort given	3, 1, 3, 1, 5	Defensive posture	4, 2, 1, 4
Prevented scapegoating attack	2, 3	Verbal attack	4, 4
Warm smile to defensive student	1, 3, 3	Scapegoating	4
etc.			

Developing Group Relationships

Group relationships are formed with great care and much apprehension. Time is an essential ingredient. Pressuring the development of relationships in learning groups is more disastrous than trying to bake a pie quickly by turning up the oven to 950°. Your eye, enriched by experience, will give you the sensitivity to recognize the stages of development through which group relationships evolve. No group will evolve in the same way, at the same pace, or to the same degree. Some will flop 100 percent. Your support and care, however, will help, especially in the beginning stages, or when a group regresses, as all do, into an earlier stage.

STAGE 1: *Who's running this ship?* Imagine the presidents of GM, Ford, DuPont, and GE forming a group to institute industrial reform. Used to exercising powerful control, each would insist on being ship's captain. In practice, every group begins with a battle for control. The defensive scoffers will assume that you have abandoned ship. Their untrained eye will have missed the *more* demanding, more intensive leadership that you provide to help each group succeed at its task. The teacher who acts as a learning facilitator does not abandon responsibility for curriculum and instructional leadership; instead she or he makes skilled use of those learning tools and strategies that research has demonstrated are most effective. Simply stated, between the extremes of moral authoritarianism that dictates how and what all must learn, and *laissez-faire* abandonment that naively lets everyone "do their thing," there exists a third alternative, that of the clarifying helper who understands and practices creative learning techniques.

STAGE 2. *Cooperation.* When members of the group acknowledge that their task goals are more readily attained by synergetic effort — the cooperative union of skills — they can differentiate roles according to talent and group need. At this stage the seeds of trust, mutual respect, and personal responsibility begin to form. This is the crucial time in the group's formation. Any group can survive as an amalgamation of individuals ruled by an authority figure, but the cooperative group requires what Fromm calls "individual inner strength." Unless each individual has the courage and capacity to carry her or his own responsibility, unless each member has "gotten her or his head together" to work

within the group consensus, the group will collapse. When Tom agrees to record the finances or Sue to lead the Wednesday discussion, that commitment weighs far more heavily than mere obedience to a teacher's command.

The failure to meet commitments will strain the group at this stage. Strong members will revert to control and evasion tactics. "Teacher, give us the assignments. Tell us what to do," or "John and Mary always do their jobs. Let them run the group," or "Just tell me what to do and I'll do it. If you don't put me under a threat, I won't perform." The resolve at this point must focus on helping individuals who lack that inner strength rather than on the group's goals. How can helping-sharing relationships provide the support needed? What strategies can the group learn from the teacher-helper so that each member *feels* wanted, necessary, even indispensable?

STAGE 3. *Intimacy.* The more deeply the group involves itself in the cooperative effort, the less it will need to rely on your facilitating skills. You will know that the group has entered the third stage when the group no longer needs your input. Rather than feel rejected, you should recognize that the group has achieved the internal cohesion it needs to stand alone. Although you may receive an invitation to suggest materials or give formal evaluations, recognize that the independence was caused by the group's successful attainment of a caring-sharing relationship. As that relationship deepens, you will find yourself more and more an "outsider," welcome only by invitation.

STAGE 4. *Dissolution.* Time and circumstances such as graduation, end of semester, or a family move will eventually force a group to dissolve itself. As the facilitator, you will need to help the members with "reentry." As in each stage, your main function is to help the group examine its own processes and to draw conclusions applicable to new situations. You are the mirror of the group's learning, not only of the formal content, but also of the relationships it has created.

Helping Students Develop Relationships

Organize your class into groups. Plan for each group to work together at least one class period each week for a two-month period. Allow groups to self-select membership, but make sure that all students are included in a group of four to six students.

SESSION I: Reintroduce the brainstorm strategy. Review brainstorming rules.

(a) Have each group select one problem from a hat or box.

- **____find five new uses for (1) an empty shoe box, (2) a wine bottle, (3) a broken TV. Record ideas.**
- **____Find ten ways to improve the kitchen knife.**
- **____Find ten ways to improve this class.**
- **____Find ten ways to improve the lunchroom.**
- **____Find ten ways to improve the basketball team.**
- **____Find ten ways to improve TV for kids.**
- **____Find five ways to (a) make money, (b) spend money, (c) save money.**

(b) After each group has selected a task, allow three minutes to define the problem. Tell the groups to agree on understanding the task. Signal the time.

(c) Brainstorm possible solutions under the suspended-judgment rule. Allow five minutes.

(d) Examine each suggestion for all its good and bad properties. Decide which properties would make this suggestion helpful to the final solution. Allow 15 to 20 minutes.

(e) Rank order your solutions. Redefine the problem in the light of the top priority. Allow 5 minutes.

(f) Have groups process their activity. Allow ten minutes.

1. **What difficulties hindered the group at each step?**
2. **Who played which roles? What destructive strategems appeared? How were they resolved?**
3. **What parts of the process worked well? Why?**
4. **What relationships did you perceive among group members? How can these relationships be strengthened?**

(g) Process the activity with a class discussion of each group's strong and weak points.

SESSION II. Reassemble the groups and repeat the think-cap strategy used in Session I. Before the groups begin, have each one review the self-processing that concluded the first session.

SESSION III. Reassemble the groups. Give each group a dictionary and have each select a problem from the Session I list and complete steps (a) and (b) of that Session.

(c) Instruct each group to select five words at random from the dictionary. Beginning with the first word, see what words, images, phrases, and feelings are ignited by its association with the problem. Defer judgment and record all responses. Repeat the procedure with each word and allow ideas to build through association and spring-boarding. Allow 15 minutes.

(d) Using the listed results of step (c), create three or four possible solutions to the problem. Work by consensus. Allow 15 minutes.

(e) Process the group relationships in this session. What improvements are evident? Allow five to ten minutes.

SESSION IV. Continue the problem begun in Session III. Begin with (a) a review of the process content, and (b) a review of process evaluation. Allow five minutes.

(f) Chart the proposed solutions on a continuum. (Use the newsprint and magic markers.)

1 2 3 4 5

(g) Brainstorm the advantages and disadvantages of each proposed solution. Allow 15 to 20 minutes.

(h) Rank order the solutions. Give top priority to the solution which the group agrees is the *most imaginative.* Post worksheets and selections.

(i) Process group procedures. Identify problem areas in the group's relationships. Allow ten minutes.

SESSION V-VI. Reassemble the groups. Give each group a dictionary, newsprint and magic markers.

(a) Define the relationship problem that most hindered the group in completing its tasks in Sessions III-IV.

(b) Randomly select five words from the dictionary. Brainstorm associations with each word *as that word relates* to the group's relationship problem. Create several possible solutions. Make a continuum and discuss the advantages — disadvantages of each proposed solution. Rank order by group consensus.

(c) Process the group procedures and examine its relationships. Compare group interpersonal relationships of the first session with those now established.

(d) Make a group contract to discuss "unfinished business" over lunch.

SESSION VII: *Creating from Junk.* In this session, the established groups can firm up their relationships and prepare to work at a subject matter task. Begin by asking each group to gather *for itself* these materials:

- string, rope, thread
- paper cups, bowls, plates
- rubber glue
- styrofoam cups
- small boxes
- pencils, crayons, magic markers, chalk
- rulers
- wire
- rods
- construction paper
- old pictures
- magazines
- buttons, beads
- rubber bands
- toothpicks
- cloth scraps
- wallpaper
- paper clips
- wood
- newsprint
- nails, tacks, staples
- cardboard
- egg crates
- plastic freezer containers
- and so on

Remind the group that it made some internal commitments regarding relationships. Review those relationships and decide responsibilities for this task.

Pile the materials on a table or desk. Instruct groups to create an objet d'art from the junk. (You may wish to structure the exercise more rigidly by calling for a specific art form such as a mobile or sculpture.) Allow 25 minutes for the construction.

After the construction is complete, instruct the groups to process the activity:

1. How successfully did the group accomplish its creative task? Evaluate the completed work.
2. How successfully did the group accomplish its agreed upon process goals?
3. To what extent was the group successful in maintaining a support climate and a creative atmosphere?
4. What effect did the task have on relationships within the group?

By this time the groups should have identified control issues. They are now prepared with the skills and basic relationships to work on content tasks related to the subject matter of your course. As the groups work on each task, include the following guidelines:

1. **Begin each task with a review of the interrelationship goals established after the previous task.**
2. **Conclude each task with evaluation of the product and the process. Use guides from previous sessions.**

The Facilitating Teacher in a Support Climate

As the groups function more and more independently of your control, you may wonder about your role in the classroom. As students learn to define their intragroup roles, you will see coordination, support, resource expertise, and critical evaluation tasks move from your grasp to theirs. What do you do?

Carl Rogers contrasts traditional teaching, which he calls the "mug and jug" method to the facilitative approach which might be called the "climate control" method. The mug and jug teacher is concerned with holding the mug in place long enough to fill it with facts from the jug; the climate control teacher is concerned with creating a creative atmosphere and finding the resources that will enable the learner to feel free to master, to experience, and to discover. The former uses grades, rules, and normative standards to mold the student; the latter seeks techniques, strategies, and tools that will help each student discover, use, and evaluate inherent talents. In place of a control-role, the facilitator teacher builds an atmosphere of trust, support, and creative discovery.

The helper teacher listens sensitively to ideas, values, and feelings.

The helper teacher shares feelings, values, ideas, and skills.

The helper teacher accepts each individual's total person as it is without judgment.

The helper teacher encourages participant involvement.

The helper teacher provides learning based on real choices.

The helper teacher responds to wants, needs, and concerns.

The helper teacher focuses learning on processes as well as products.

The helper teacher co-participates in all activities.

To encourage the environment of trust and support, the facilitating teacher will help the learners grow in their concern and respect for each other. As groups improve their skills, they can be introduced *inductively* to several *rules* which the teacher has practiced daily:

(a) *The Pass Rule* — each individual decides when, where, how, and to what extent she or he will become involved in any learning activity. If the student chooses to bypass an answer, an activity or strategy, that is the student's prerogative. The support climate says, "You are capable of deciding. Therefore, decide."

(b) *The Respect Rule* — each student respects the quantity and quality of every remark made by each person in the classroom. In turn, the child *feels* the respect given to her/his ideas, feelings, and comments.

(c) *The Focus Rule* — every day, each student receives the opportunity to be the focus of attention for a designated period of comment. A support teacher uses a variety of strategies to make the focus times significant moments of learning.

(d) *The Compliment Rule* — positive reinforcement (giving compliments) is crucial to the support climate. Each child is expected to observe polite amenities and acknowledge successes of peers. In turn, each can expect both peers and teacher to acknowledge her or his successes. Negative comments, sarcasm, and harsh criticism, especially from the adult, have the same effect on the learner as a pinprick has on an amoeba.

(e) *The Honesty Rule* — false compliments hurt more than lies. Basic to a trusting relationship is the expectation that all interpersonal transactions will be honest, open, and straightforward.

The Creative Atmosphere

The creative act cannot be dictated; it must spring full-blown from the individual. This does not mean, however, that the teacher cannot encourage creativity. Research has shown that creativity is most prone to appear in situations in which the facilitator establishes an atmosphere which gives highest value to imaginative and original problem solving.

Atmosphere Assessment

INSTRUCTION A. Complete this assessment by a double rank order. Within each group, first rank the items according to what you think *should* happen in your classroom. Second, rank the items to describe what *does happen* in your classroom. After you have given yourself this test, ask the class to rank you and/or itself.

	Should	Does
1. Student relationships work best with		
competition	____	____
cooperation	____	____
isolation.	____	____
2. I feel most positive about students who		
challenge ideas	____	____
accept and obey	____	____
reject all order.	____	____
3. To solve a problem, the best tool is		
a rational mind	____	____
a mind free of all controls	____	____
an imaginative mind.	____	____
4. In group work I encourage		
trusting feelings	____	____
organizing plans	____	____
following instructions.	____	____
5. I think creativity is best judged		
on the basis of the product	____	____
as a process	____	____
on the basis of established talent.	____	____
6. I think creativity is best fostered in an		
atmosphere of some tension	____	____
atmosphere of support-trust	____	____
atmosphere of much stress.	____	____

INSTRUCTION B. Complete this sentence in your Journal: "In my classroom, I am pleased that I . . ."

The number and variety of strategies which will help to build the support climate, enhance trust relationships, and encourage creative thought are legion. Rather than isolate each strategy which will help you or your students to understand the numerous concepts outlined in this chapter, you will find it more valuable to apply some principles of creative self-direction to your own learning.

Processing This Chapter

PURPOSE: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

He who knows
nothing, loves nothing.
He who can do nothing
is worthless.
But he who understands
also loves, notices, sees . . .
Paracelsus

7 Deciding

Personal Preferences

INSTRUCTION A. Make a choice between the two preferences in each question. Circle your choice.

I am more

1. a thinker — a doer
2. an extrovert — an introvert
3. a carrot — a stick
4. a smiler — a frowner
5. a picker — a pickee
6. a tiger — a pussycat
7. self-assured — insecure

I prefer to

8. avoid causes — fight battles
9. lead — follow
10. help others do for themselves — do for others
11. rank priorities — confuse priorities
12. select from alternatives — ignore alternatives
13. avoid choices — make choices
14. move with the flow — act decisively

INSTRUCTION B. Make an entry in your Journal. Complete this sentence, "When it comes to choices, I usually . . ."

Discovering Choices

INSTRUCTION A. As you have noticed, the strategies and exercises you have used encourage you to make choices. On this chart, check the boxes after each entry that apply to the choices you have made.

I freely choose to	YES	NO	SOME-TIMES
read this book	____	____	____
read the strategies	____	____	____
try the strategies myself	____	____	____
lead individual students through strategies	____	____	____
try strategies with small groups	____	____	____
keep a Journal	____	____	____
make up my own strategies	____	____	____
share the book with a friend.	____	____	____

INSTRUCTION B. List the strategies or exercises in this book that helped you or your students to make meaningful decisions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Personal decision making is integrally related with the thinking and valuing processes. The thinking processes help the decision maker to understand WHAT and HOW. The valuing processes help the decision maker to understand WHY?

Assessing Thinking Processes

How do your think? Are you aware of your own thinking style? of the patterns you have established for problem solving? for inquiry? for organizing? for creating?

When you think about thinking, you most likely focus attention on the inductive and deductive processes which you mastered in school.

Inducing

STEP 1. DEFINE THE PROBLEM (This water looks polluted; this horse appears dead; this man seems to be dead.)

STEP 2. GATHER THE EVIDENCE. (Water samples, vital life signs, clues.)

STEP 3. STUDY THE EVIDENCE. (99 out of 100 samples show excess microbes; there are no vital signs in the horse; there is a knife in the man's back and a broken window nearby.)

STEP 4. DRAW A CONCLUSION FROM THE EVIDENCE. (pollution! dead! murder!)

Deducing

STEP 1. MAKE A GENERAL STATEMENT. (A triangle has three connected sides.)

STEP 2. PROVIDE SPECIFIC EVIDENCE. (This figure B has three connected sides.)

STEP 3. DRAW CONCLUSION. (Figure B is a triangle.)

The inductive and deductive processes are visible, although not explicit, in any well-taught classroom. In biology or chemistry labs the students investigate the world of science. They carry out the prescribed experiments inductively. In literature, the students analyze famous books in order to induce an author's main ideas. In algebra and geometry, students construct syllogisms by the deductive model; in English composition they write deductively organized essays.

More Choices

INSTRUCTION A. This is a multiple choice strategy. Circle the answer that best describes your thought patterns.

1. **In my thinking, I usually think**
   (a) inductively; (b) deductively; (c) a combination of the two; (d) I don't think.
2. **In my teaching, I present material**
   (a) inductively; (b) deductively; (c) in a combination of the two.
3. **I encourage students to improve**
   (a) inductive skills; (b) deductive skills; (c) both.
4. **The strategies in this book are examples of**
   (a) induction; (b) deduction; (c) both.
5. **This book is organized**
   (a) inductively; (b) deductively; (c) both

By definition, a patterned thought process has several limitations. As patterns, induction and deduction are *closed* processes which operate in a lockstep sequence. Once the sequence begins, the process follows step-by-step in a controlled, logical order which locks out information of concepts not *previously* judged as integral. The fault at each step of these processes is found in this lock out *based on prior judgment.* Review, for instance, the inductive process:

STEP 1. Define the problem. Define connotes "limit," "narrow," "distinguish," or "select," all of which instruct the problem-solver to filter or narrow thoughts to that which fits or adjusts within a conceptual framework.

STEP 2. Gather the evidence. The only valid evidence is that which fits the definition. Since the definition has established the control parameters, only information which *clearly fits* under the defined categories is worth consideration. It is, therefore, very easy *to reject* any information that does not clearly and exactly fit the already narrow definition agreed upon before the process began.

STEP 3. Study the evidence. Once again, prior selection is implied.

These limitations do not suggest that either the deductive or inductive process is "bad." Both induction and deduction are essential to most learning situations. What the limitations do suggest, however, is that thinking involves much more than the categorizing-refining-defining thrust that induction and deduction both require. That "much more" consists of exploratory thinking processes which thrive under suspended or deferred judgment. Without the control imposed by prejudgment, exploratory thinking frees the mind to create alternatives that the closed deductive-inductive definition would easily pass by without notice.

Both the inductive and deductive processes can be enriched by exploratory thinking. In essence, exploratory thinking is a preamble. Before refinement, before definition, before categorization come spin-offs, brainstorms, random exploration, and any activity that will cause the mind to reach out and *make* new possibilities which the thinker may include in the definition, the evidence, or the conclusion being formed.

Exploratory Strategies I've Used

INSTRUCTION A. List in your Journal 10 to 15 exploratory strategies you have read about or used in this book. Exploratory strategies have these qualities:

(a) A quantity of responses are encouraged
(b) Quality judgments are suspended
(c) Spin-offs, trades, random searches, and other cooperative tactics are encouraged
(d) They are open-ended.

Random-Word Brainstorming

HOW CAN I MAKE SOMETHING FROM NOTHING?

INSTRUCTION A. Use this strategy with your class. Divide the class into *two* teams. Team A will observe in round one and perform in round two. Team B will use the opposite pattern.

Instruct Team A to select *ten* words from the dictionary. The team should use the *random* method. List the *ten* words on the blackboard and gather team A in a semicircle around the list. Instruct the team to *brainstorm* all thoughts or images that they can construct for each word. (One or two team members should record the responses.) Allow three to five minutes on each word. *When brainstorming, exploratory thinking will focus on the problem: how can I make something from nothing?* All responses initiated by each random word should deal with that problem. Keep brainstorming until the given time has elapsed.

Instruct Team B to observe Team A, and list behaviors that are exhibited. Team A should *NOT* see this list.

Checklist

(If you see the members of the other team thinking in a way that is listed, make a mark for each incident.)

Made a positive comment about another's idea _____
Made a negative comment about another's idea _____
Used one idea in combination with another _____
Used one idea to spark a second idea _____
Helped others make ideas _____
Stuck to the tried and true _____
Invented a new word or object _____
Withheld judgment _____
Made many suggestions _____

INSTRUCTION B. After round one is finished, reverse the tasks. Let Team B conduct the random search and Team A observe.

INSTRUCTION C. Before discussing the *products* of the brainstorming, consider the behaviors observed.

1. Which behaviors on the check list were conducive to open-ended thinking and which were a hindrance?
2. Which helpful behaviors did each team show?

INSTRUCTION D. Instruct each team to synthesize the brainstorming results by forming three or four solutions to the problem, "How can I make something out of nothing?" (If the first two rounds were not productive enough, the teams might use two additional rounds to get more ideas.) Give 20 to 30 minutes for this activity. At the end of the time ask each team to self-evaluate its process. Use the checklist from above and then these questions:

1. How successful were we in finding solutions?
2. How open-ended was the process in contrast to the brainstorming? What did we do differently in this stage?
3. How do we suppose our solutions would have agreed or differed if we had *NOT* brainstormed with the random words?
4. What are the advantages/disadvantages of randon-word brainstorming?

Computhink

Efficiency ratings are computhink
Accountability is computhink
Grades are computhink
Standardized tests are computhink
Memory exams are computhink
Behavioral objectives are computhink
Tracks and levels are computhink

* Computhink is the belief that objectivity is the standard by which a "quality education" is measured.

In Computhink

____A school is an assembly line to mass-produce a 3R product.

____Boards of education represent the stockholders. Their motto: "getting better readers through accountability controls."

____Administrators are quality control supervisors.

____Teachers run the assembly line.

____Behavioral objectives establish clear efficiency standards.

____Tests and exams are the optical scanners plugged to the computer to avoid human error. The scanners measure products for placement.

____Tracks and levels are the assembly lines that separate prestige models from the economy lines.

____The computer, operating efficiently without human error caused by subjective judgment, stamps a grade on each finished product and reports product deficiencies to the accountability supervisor, the director of personnel.

Objectivity

INSTRUCTION A. Mark each scale at the spot that reveals your position on the statement.

1. My grading is the result of an objective assessment of student performance.

Strongly agree **Strongly disagree**

2. My tests are objective measures of what students have learned.

Strongly agree **Strongly disagree**

3. Students who think without feeling achieve higher grades on my tests.

Strongly agree **Strongly disagree**

4. Responses 1 through 3 in this strategy were based on factual, objective evidence.

Strongly agree **Strongly disagree**

5. What I value in the learning process has no bearing on student grades.

Strongly agree **Strongly disagree**

6. My feelings and values influence how I think.

Strongly agree **Strongly disagree**

7. My feelings and values influence what I think about.

Strongly agree **Strongly disagree**

8. By clarifying my values and examining my feelings, I can better control my thinking.

Strongly agree **Strongly disagree**

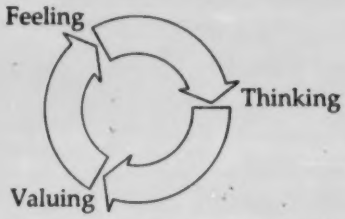
9. By understanding how I think, I can better understand my values.

Strongly agree **Strongly disagree**

Valuing

Valuing is a process inextricably interwoven with thinking and feeling.

Thinking = Problem solving
Valuing = Deciding importance
Feeling = Accepting inclinations



Thinking helps us to solve problems that we feel are important; feeling inclines us to respond to personal needs important to the problem; valuing helps us to establish priorities among our feelings so that we can decide how to solve the problem in a way that suits our needs.

PROBLEM:

How do we rescue my cat from the neighbor's tree?

Think about possible solutions and consequences	*I climb ladder*	*I leave cat*	*I call animal warden*
	I break a leg	cat freezes	I get fined
Identify feelings	I'm scared	I'm concerned	I'm frustrated
Clarify values	most important that I don't break leg	moderately important	least important

SOLUTION: Call the animal warden.

Valuing Is Thinking Is Feeling

We Are Proud

How free is your school from racist and sexist stereotyping? How often do you contribute to a child's negative self-image by ignoring or degrading her or his ethnic or social heritage? How many of your students are proud to acknowledge their background and culture?

INSTRUCTION A. List the title of every ethnic or racial group represented in your class. Write across the board Asian American, Polish American, Black American, or whatever designations the students give you for their own groups.

INSTRUCTION B. Divide the class into self-selected groups. Each group will center its attention on the heritage of one listed nationality or racial background. Present the problem with careful instructions that groups must observe the valuing steps outlined above. Finally, present the problem: (1) Who are we, and (2) why are we proud of our origin? (The student group will solve the problem by assuming the identity of the racial or ethnic group that was selected.) As part of the solution, each group must demonstrate its answers to the two questions. Here are some possibilities for demonstration: (1) Paint a mural on a wall or newsprinted bulletin board. Show scenes, faces, and words that depict the reasons you are proud. (2) Construct and administer a survey test to find out what other persons in your school or community know about famous persons from your "proud group." (3) Write and illustrate a magazine with ads, stories, drawings, etc., for your "proud group." (4) Make a film, videotape, or audiotape about the historic contributions of the "proud group." (5) Produce a play about famous representatives from the "proud group." (6) Devise your own demonstration.

INSTRUCTION C. After the demonstrations have been completed, gather the groups in a circle to process their work.

(a) How are feelings, values, and thinking interrelated?

(b) In this strategy, how were the thinking, feeling, valuing processes improved?

(c) What did individuals learn about their own feelings, thoughts, and values? (The pass rule applies.)

INSTRUCTION D. At this point there are several options.

(a) Begin a new round of "proud groups." Have students select a new group.

(b) Bring closure on the discussion by using "thought-feel" closure cards. Give each student a 3x5 index card. On one side students will write a thought about the "proud group" discussion. On the other side they will write a feeling. No names. Collect the cards and read responses back to the class.

Valuing Is Deciding

Choices are made in the context of feelings, thoughts, and values. A person who controls these processes will respond to self-assessed needs and make decisions that will enhance her or his personal growth. The more positive an individual feels about the ability to control decisions that affect her or his personal growth, the more capable and sure that individual feels in deciding to act on those values, feelings, and thoughts. For instance, if Jimmy Thompson's self-image tells him that school has no value, that life is hopeless, and that his only recourse is escape from pressure, Jimmy will fall into a pattern of helpless escapism — drugs or alcohol or delinquency. On the other hand, if Jimmy feels respect for himself, he will reflect that feeling by making choices that further enhance his self-respect. If that means selecting a course of study which will prepare him as a carpenter, he will do what is necessary to complete that course; if it means medical school, he will select the courses and practice the discipline required; if it means touring Europe, Jimmy will make those choices that will guarantee his goal. In essence, the degree of meaning *felt* by an individual determines what is valued; what *is valued* determines the choices made. When the choice brings success, the feelings are enhanced and the learner has strengthened her or his self-image. The more positive the self-image, the more assured the choices.

Implications

INSTRUCTION A. List five statements that reveal your thinking about relationships among values, feelings, self-images, and choices. In columns 2 and 3, check boxes which apply to you. In column 4, give a specific example of a practice you have used in class to illustrate the statement.

1 STATEMENT	2 I agree strongly	3 I practice regularly	4 Example
1.			
2.			
3.			
4.			
5.			

INSTRUCTION B. Ask your students to assess you. Give each a copy of the chart with the statements column filled in. Compare their charts with yours. In your Journal, draw conclusions from the comparison.

Degree of Decision Making

INSTRUCTION A. Complete each sentence three times, ranking from the most appropriate (#1) to the least appropriate (#3).

1. In my classroom I feel that *I should*
   ___encourage individuals to make choices
   ___allow individuals to make choices
   ___help individuals to make choices about their own learning.
2. In my classroom, *I do*
   ___allow individuals to make choices
   ___encourage individuals to make choices
   ___help individuals to make choices about their own learning.
3. In my classroom I
   ___structure group activities which require group decision-making skills
   ___structure group activities which facilitate the learning of group decision-making skills
   ___help groups structure and process the decision-making skills they use.
4. In my classroom, I help students master decision-making skills by
   ___planning strategies for individuals
   ___planning strategies for small groups
   ___planning strategies for the class to facilitate these skills.
5. In my classroom, I help students apply decision-making skills
   ___in activities planned and structured by me
   ___in activities totally planned and structured by students
   ___by sharing equally with them the planning and structuring of activities.
6. In my classroom, I help students use decision-making skills
   ___in curricular choices
   ___in instructional style
   ___in material selection.
7. Outside my classroom, I believe students in my school
   ___should have greater choice in extracurricular matters that affect their learning
   ___should vote on student-teacher-administrator planning committees for curriculum and instruction
   ___should participate in the disciplinary processes of the school by having a full voice in all judgments and punishments given to students.
8. Outside my classroom, I believe students in my school should
   ___take greater responsibility in the *enforcement* of Board policies that affect students (hall duty, etc.)
   ___receive the opportunity to help formulate Board policies that affect students
   ___have no participation by enforcement or by formulation of policy.

Valuing Is Acting

If not acted upon, value-decisions have no value. If you or a student claims a value without acting on it — "honesty," "full student involvement," "being responsible" — it is a dead gesture, the "words without meaning" which T. S. Eliot refers to in "The Hollow Men." The test of valuing is acting on those values with consistency and intensity. If a school administrator tells a state senate committee: "The major cause of the vandalism and drug abuse that have inundated

our school is the low self-esteem, the meaninglessness which the students find there, the inability to find any reason for attending . . ." and then returns to his desk to comment on a community-based grading committee's recommendation to abolish grades: "I recognize your arguments. I agree with the theory that grades destroy self-image. But we need grades to keep good records for colleges and employers. Sorry." No change is possible; the asserted concerns are a front, not a value.

A Final Assessment

INSTRUCTION A. For each item listed, give a grade in each column that follows the item. Grades will be determined by you in response to these questions. Add others to the list if you wish.

Column I: To what extent do I feel this value is important to me?

Column II: To what extent do I act on this value consistently and intensely?

Column III: To what extent do I help students act on this value consistently and intensely in their learning?

Column IV: To what extent do the school board and administration act consistently and intensely to implement this value for faculty or students?

Your Scale: Very Much — A Much — B Somewhat — C Sporadically — D Never — F

Proclaimed Value	I	II	III	IV
building trust				
assessing needs				
building positive self-image				
controlling my life				
establishing my identity				
strengthening relationships				
mastering content/basic skills				
clarifying values				
improving thinking skills				
getting in touch with feelings				
learning how to set goals				
seeking resources				
self-evaluating				
becoming self-directed				
acting on values				

Self-Contract

INSTRUCTION A. Complete this self-contract in your Journal. Examine the Final Assessment chart and draw conclusions. Find several values which you claim are important to you and devise a plan to put those values in action. Write out the self-contract. Check up on yourself at the completion date.

SELF-CONTRACT

Name_____ Date_____

What value claimed_____

What I will do_____

Completion date_____

Processing This Chapter

PURPOSES:_____

FEELINGS:_____

CONCEPTS:_____

APPLICATIONS:_____

America is like a student who is proud of having somehow survived without serious work, and likes to imagine that if he really put any effort into it he could achieve everything, but is unwilling to endanger so lovely a dream by making an actual commitment to anything.

Philip W. Slater,
The Pursuit of Loneliness

8

Setting Goals

"Teenagers are totally unrealistic."
"She hasn't got the faintest idea what she wants."
"He walks around in a daze."
"Kids don't know what they want."

How often have you heard similar frustrations aired? Think about your students. How many fit the description of "lost souls" wandering aimlessly through life? Is there a greater or lesser number of adults whom you know who live without purpose or direction? If there's a difference, how do you account for it? What about yourself? Are you going in any direction? How firmly do you control what happens to you? The way you feel and think and act? What and how you learn? . . .

A REFLECTION ON A SUMMER'S DAY

INSTRUCTION A. Relax and make yourself comfortable. Close your eyes and concentrate on your internal self. Get in touch with your breathing . . . listen to the rhythm of your body as you inhale and exhale . . . Concentrate on your feelings . . . focus on now. Imagine that you are walking alone down a quiet deserted road, hear the crunch of gravel under your feet . . . feel the warmth of the sun on your neck . . . hear the sounds in the fields . . . notice the colors . . . return inside yourself . . . to your feelings as you walk . . . what are your reactions as you pass the wild flowers? . . . as you watch the white clouds billow against the blue sky? . . . as a fly buzzes around your head? . . . as roadside poplars sway in the slight breeze? . . . as you wave casually to the farmer jockeying his combine down the narrow furrows? . . . what is his reaction to you? . . . stop to chat with him . . . tell him why you are walking down the road . . . what is his response . . . talk about his obligations . . . why is he out working on such a beautiful summer day? . . . if he had a chance, would he trade places with you? . . . would he choose some other way to live? . . . tell him why you are out walking today instead of working . . . do you have a destination, someplace you are going, or somebody you want to see? . . . or are you out to enjoy what you can see and smell and feel as you walk? . . . or are you getting exercise? . . . does this walk fill some other need? . . . after you have talked awhile, say goodbye and head back down the road . . . what's the difference now? . . . what new feelings are you experiencing after your talk with the farmer on his tractor? . . . can you see any consistent pattern in your purposes? . . . how do you respond to felt needs? . . . are you a precise preplanner who maps out each detail? . . . do you point yourself to a specific end? . . . a place to go? . . . a person to meet? . . . an object to acquire or a product to complete? . . . or do you focus on the rich experience, the joy of doing? . . . or do you react on the spur of the moment, enjoy the moment, and move on? . . . recall other instances which reflect your pattern . . . what made you feel good about those experiences? . . . dissatisfied? . . . how do you feel about your pattern? . . . what concerns you? . . . what makes you feel pleased? . . . proud? . . . savor an experience that made you feel good about your way of doing what you want . . . as you reflect, continue your walk until you arrive at your destination.

INSTRUCTION B. In each group, rank each statement according to which most accurately describes your practical use or nonuse of goals. *Apply all statements to yourself, based on the reflection you just completed.*

1. ____I always set my goals in response to felt needs.
   ____I sometimes set my goals in response to felt needs.
   ____I never set my goals in response to felt needs.
2. ____I feel that goal setting is essential to my learning.
   ____I feel that goal setting is a waste of my time.
   ____I feel that goal setting can help me learn.
3. ____A goal is more effective if the individual sets it for herself/himself.
   ____A goal is more effective if a knowledgeable person, such as a teacher, sets the goal.
   ____Goals have no effect on learning.
4. ____Roles are more important than goals.
   ____Goals are more important than roles.
   ____Roles result from goals.
5. ____The experience of reaching a goal is more important than the goal itself.
   ____The goal is more important than the product which results.
   ____The product is more important than the experience.

INSTRUCTION C. Mail yourself a telegram. Announce what you have discovered about yourself and your goal-setting pattern.

SELF-TELEGRAM

TO:

FROM:

RE: MY GOAL-SETTING PATTERNS

In addition to your patterns and attitudes toward goal setting, most likely you have recognized some of the key problems that are involved.

1. *When is a goal most helpful to learning?* It is not important that you formalize a goal in a written contract by stating what you plan to accomplish, how you plan to accomplish it, and the method of measurement. The contract, either with yourself or a second party, merely provides a written commitment that reminds you of your intent. In the traditional climate of distrust that pervades a highly competitive school, contracts are perverted so that the paper statements outweigh the goals, the products, and the experiences of learning. As a device *to help students and teachers organize a learning experience* or *to keep clear records of who is learning what,* the contract has a valuable function; the contract, however, is not the goal.

As a first step in learning how to set goals, it is helpful to differentiate the *types* of goals that are most suitable to each learner's pattern.

The Type-Choice Ladder

INSTRUCTION A. Read each description given below.

a. The goal as a product. Artists, composers, carpenters conclude with a product. Some students receive most satisfaction by setting products as a tangible end result.

b. The goal as process. "Learning for the sake of learning," "sailing because I love it" and similar statements indicate an individual whose goal is the enjoyment of participating in an action or process.

c. The goal as prize. The race car driver, the professional tennis star, and the owner of a racing stable compete in order to win a prize — a ribbon, money, or a headline.

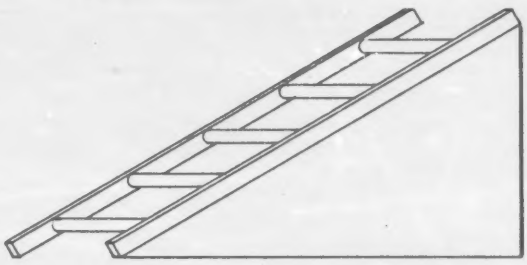
d. The goal as acquired skill or knowledge. The student who learns to type 40/wpm or to use a slide rule or to list three causes of the Civil War has mastered taught material.

e. The goal as place. Ulysses and Aeneas wandered around the Mediterranean world before each found a homeland. For Ulysses, the place was a precise, well-remembered location — his home island, Ithaca. For Aeneas it was a dream, a promise of the gods, which was reached on the shores of Italy.

f. The goal as personal identification. "Who I am?" "searching for my identity," "getting my head together" are frequent explanations by today's young people who try to characterize their goals. Some, disillusioned by political charlatanism of the late '60's and early '70s, others beleaguered by the false authoritarianism of mass media, make role-identification their goal. Theirs is a search for personal meaning-values, beliefs, relationships, a positive self-image which is not a beautifully photographed, precisely edited supersell of "the real thing." It is their thing. The goal is a role.

g. The goal as a personal relationship. A couple who give themselves fully win each other's love, friends who are happiest sharing together, or parents who struggle to build strong family ties are examples of persons for whom the relationship itself — not the reward, not the product, not any other reason — is the prime goal.

INSTRUCTION B. When you have completed reading each type description, use the stepladder that follows to rank the five types that best characterize your learning style. No single type will divide itself precisely and absolutely from the others, so do not be disconcerted by any overlap. At the bottom rung, place the goal-type that most often characterizes your pattern of goal setting. Move up the ladder to the fifth rung where you will place the least characteristic type.



INSTRUCTION C. Write a letter to a friend. Describe what you have discovered about your own goal-setting patterns. Be sure to include one or two examples of goals you set and met that illustrate your most characteristic patterns.

When is a goal realistic? The sad tale of Icarus is well known. Enraptured by his father's dream that humans could fly, he stole away with the waxed wings Daedalus had created. The higher he flew, the more venturesome he became. He soared closer and closer to the sun, realizing too late that the sun's hot rays were melting the wax wings.

Unfortunately, the moral of Icarus' fall is too often used to dissuade adventurous minds from taking risks. "Be realistic; you can't possibly succeed." For whatever reason, the 20th century shortcoming is not Icarus' overreaching, but an excessive caution which avoids risk and dotes on security and conformity. "Better the astronauts risk their fool necks; I'll get my kicks watching splashdown on TV."

A goal is realistic when an individual, having weighed the positive and negative consequences of her or his action, her or his own capability, and her or his need, implements a plan to reach a goal. The infant who spies candy on a table will decide whether it wishes to take the first steps and walk to the candy. The stockbroker will choose to advise a client to sell; the client chooses whether to ignore the advice or not.

Alternate Strategies

Take a Chance

INSTRUCTION A. This is a game that requires moderate risk testing. Distribute or ask each student to give you 25¢. Sit the students in a circle and pile the money in the center. Make two piles worth $1, one worth $2, and scatter the rest inside a ring drawn on the floor.

Allow any student who wishes to withdraw the 25¢. Stress that this will be the last chance anyone has to get out of the game. If anyone takes out 25¢, she or he will not participate, but will keep the 25¢. Give no game instructions until each has decided about participation.

INSTRUCTION B. After the withdrawals are complete (don't disturb the $1 or $2 piles), give these instructions.

1. **Each participant draws a number from a hat. The highest number will begin the game. The second highest will go second, and so on.**
2. **Blindfold all participants. Nonparticipants will help the blindfolded players sit around the money, outside the ring.**
3. **Give the first player a token marked #1. She/he will throw the token toward the area she/he thinks is the ring. Have each participant do the same with an appropriately numbered token.**
4. **After the last token is thrown, decide which one is closest to each money pile. Begin with the lowest amounts. A token must have the lowest amount and may only win one pile. Continue until all money is awarded.**

INSTRUCTION C. Repeat the game. Allow students to enter any number of 5¢ pieces up to 25¢. For each 5¢ a student has one token. Make the piles in multiples of 5¢ with no more than 30¢ in any one pile.

1. **Repeat the draw. If there are 20 participants, and number 1 has entered 15¢, he has tokens 1, 21, 41.**
2. **DO NOT BLINDFOLD ANYONE. Tokens may be tossed from any spot outside the ring.**
3. **Award money prizes in the same manner as above.**

INSTRUCTION D. Seat the students in a circle and process the money toss.

1. **Begin with a "I was most pleased when . . ." completion and whip clockwise until each student has completed the sentence or passed.**
2. **Repeat the whip with each of these completions: "I was most anxious when . . ." and "A difference between the two games which I felt was . . ."**
3. **Build on the sentence completions. As the discussion evolves, focus attention on these issues:**
   Which game did you prefer?
   What risks were involved?
   How did you react to those risks?
   What planning did you do?
   What did you want to accomplish?
   What would you do differently given another opportunity?

Treasure Map

INSTRUCTION A. Have each group hide the product somewhere in the school. They must next draw a treasure map with devious clues and obstacles to avoid. After all groups have completed maps and placed clues, exchange maps and send each group to find a "treasure."

INSTRUCTION B. Process the treasure hunt with the class. In the discussion (use either a large circle or keep the small groups), cover these points:

- What was the goal you planned?
- What other goals emerged to help you reach your main goal?
- What obstacles did you meet?
- How did you overcome the obstacles?
- What were the frustrations? What were the successes?
- How did the goals for making the map differ from those in the hunt?
- What would you do differently to reach your goals if given another chance?

Search: A Meditation

INSTRUCTION. Ask the students to relax and get comfortable. Have them concentrate on the quiet in the room. When their bodies are still and the room silent, begin the meditation. Talk softly and slowly. Allow sufficient time for your lead statements to create images and reactions.

Close your eyes . . . hear the quiet . . . get yourself quiet . . . imagine that you are climbing a steep mountain . . . you are searching for something that you have wanted a long time . . . your goal is now reasonably close . . . you may have a very clear idea of what it is and why it is important to you . . . what are some obstacles that are hindering you from getting to the top? . . . how do you get around these obstacles? . . . what alternatives are you using? . . . what changes occur in your plans? . . . what new information do you have about your goal? . . . can you see it more clearly? . . . as you reach the top, you find the object of your search . . . how do you feel about being on top of the mountain? . . . about the object you found? . . . what do you have to say about

INSTRUCTION A. Give each student a sheet of paper. Mark in the following chart:

GOALS	IMMEDIACY	ME	OTHERS	RISK	TIME	HELP	ORDER
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

your feelings? . . . examine the object . . . how do you feel about it? . . . are you satisfied? . . . or is the goal you have reached going to lead you elsewhere? . . . to another mountain? . . . to another goal? . . . what would you say to a news reporter about your triumph? . . . talk to her or him about the process, your feelings, and reaching the goal . . . say all you feel at the moment.

My Dozen Goals List

1. *Goals* — In the next year, list twelve goals in any order that you would like to achieve.
2. *Immediacy* — Mark A if the goal is short range; Z if long range; J if medium range.
3. *Me* — Check if you feel that you will impede yourself.
4. *Others* — Check if you feel external obstacles will impede you.
5. *Risk* — rank the risk ratio from 1-12.
6. *Time* — rank the time ratio from 1-12.
7. Indicate plus (+) if help is available.
8. Rank order the goals in the order of possible achievement. #1 is most possible.

INSTRUCTION B. Either process the chart results with the class or ask each individual to devise a written plan/self-contract to achieve one or more of her/his goals.

Processing This Chapter

PURPOSE:_____

FEELINGS:_____

CONCEPTS:_____

APPLICATIONS:_____

I sang
to the warm sun
and cold moon
this morning
and offered
myself
to the land
and gods
for them
to
teach
me
the hard ways
of living
all over again

Ray Young Bear,
"Four Songs of Life"

9

Finding Resources

A Dependency Quotient

INSTRUCTION A. Circle the percentage that most closely approximates your response to each statement.

1. **My students depend upon** *my knowledge* **of subject matter as their major source of information.**
   All the time 75% 50% 25% not at all

2. **My students depend upon prescribed** *textbooks* **as their major source of subject matter information.**
   All the time 75% 50% 25% not at all

3. **My students depend upon other** *printed materials* **as their major source of subject matter information.**
   All the time 75% 50% 25% not at all

4. **My students depend upon** *classroom TV* **as their major source of subject matter information.**
   All the time 75% 50% 25% not at all

5. **My students depend upon** *classroom films, film loops, or slides* **as their major source of subject matter information.**
   All the time 75% 50% 25% not at all

6. **My students depend upon** *me to select and organize the use* **of learning resources (books, magazines, films, etc.)** *to meet class needs.*
   All the time 75% 50% 25% not at all

7. **My students depend upon** *me to select and assign* **the use of learning resources** *to meet individual needs and goals.*
   All the time 75% 50% 25% not at all

8. **My students depend upon** *me to assess all individual or class needs and set the appropriate goals for learning.*
   All the time 75% 50% 25% not at all

9. **My teaching style, attitudes, and needs** *encourage* **my students to depend upon me.**
   All the time 75% 50% 25% not at all

10. **My students'** *dependency quotient* **average is**

100 90 80 70 60 50 40 30 20 10 0

THE ALL-PURPOSE LAYER CAKE

INSTRUCTION A. The cake symbolizes the school day. It has four layers. Before you put the layers together, divide each into the sections described below.

LAYER I: Resource use[1]

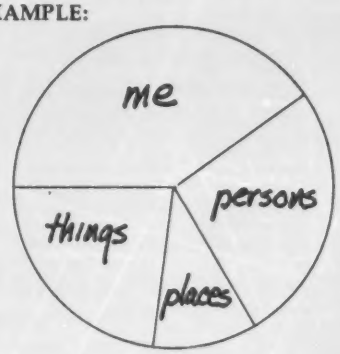
(a) Slice the percentage of time in which *you* **are a** *learning resource* **in your classroom. Mark it "me."**

(b) Slice the percentage of time in which *other persons* **(students, faculty, staff, community volunteers) are used as resources in your classroom or outside the school walls. Label it "persons."**

(c) Slice the percentage of time during which the students use *locations* **in the school building or in the community other than your classroom for learning. Label it "places."**

(d) Slice the percentage of time during which the students use *printed or visual materials as* **resources for learning. Label it "things."**

EXAMPLE:



LAYER II: Resource Persons

(a) Slice the percentage of time in which *you* **are the** *primary subject-matter resource person.* **Label it "me."**

(b) Slice the percentage of time in which *other faculty or staff aides* **are the primary** *subject matter resource.* **Label it "faculty."**

(c) Slice the percentage of time in which *community volunteers* **(parents, retirees, tradespeople, business persons, professionals) are the** *primary subject matter resource.* **Label it "volunteers."**

(d) Slice the percentage of time in which *students* **(cross-age, peer) are the** *primary subject matter resource.* **Label it "students."**

[1]**A resource is (a) a person who shares expertise upon request with one or more individuals, (b) an object or tool that is selected to help learning, or (c) a place that offers learning opportunities.**

(e) Shade in the percentage of each slice (me, faculty, volunteers, students) in which the person or persons serve as a resource for *other than primary subject matter.*

LAYER III: Resource Places

(a) Slice the percentage of time in which the students are gathered together in your classroom as a *single instructional group.* Label it "classroom."

(b) Slice the percentage of time in which students are using *resource corners, learning stations, or small group spaces* in your classroom. Label it "stations."

(c) Slice the percentage of time in which your students use the *school library, departmental resource rooms, materials centers* (with or without your direction but pursuant to individual learning style and/or subject matter under your guidance). Label it "IMC."

(d) Slice the percentage of time in which your students use *community libraries, agencies, museums, office buildings, laboratories,* etc., as learning resources (the location itself, such as an architectural monument or fire station, provides the learning experience, or makes learning more easily available, such as an architect's office or a research lab facility). Label it "community facilities."

(e) Shade the percentage of time in which individuals use each location pursuant to learning experiences that meet assessed needs. (The unshaded area represents time used by the class as a unit in the location.)

LAYER IV: Resource Materials

(a) Slice the percentage of time in which students use *printed materials* available in the classroom for individualized instruction. Label it "print-in."

(b) Slice the percentage of time in which students use *nonlinear materials* available in the classroom for individualized instruction (TV, films, film loops, tapes, etc.), Label it "video-in."

(c) Slice the percentage of time during which students *experiment* with or use equipment/materials such as 8mm film, clay, microscopes as tools to learn about subject matter. Label it "experience."

(d) Slice the percentage of time which students use to *construct* or create a product from found materials as a means to master a concept. Label it "junk."

(e) Slice the percentage of time during which students use *printed* instructional materials obtained from sources outside the school. Label it "print-out."

(f) Slice the percentage of time during which students use *visual* instructional material obtained from sources outside the school. Label it "video-out."

(g) Shade in the percentage of time which your students devote daily to noninstructional TV or film.

INSTRUCTION B: Layer your cake. Compare and contrast each layer. Rank order the three most significant conclusions you draw from this observation of your students' use of resources.

1. _____

2. _____

3. _____

Let Your Fingers Walk

How do you find persons who can help your students meet their learning needs? . . . where do you find a Mandarin gourmet cook? . . . an authority on English common law? . . . a lateral thinking expert? . . . an architect knowledgeable about Frank Lloyd Wright? . . . who can help you find and contact businesses and museums? . . . organize and supervise your vocational skills station? . . . give advice on a career as a tradesperson or dentist? . . . demonstrate filmmaking or yoga? . . . check in/out your cameras, pamphlets? . . . help small groups plan and discuss? . . . talk about old age? . . . train peer tutors? . . . tutor? . . . help plan a learning fair? . . . visit sites of potential internships? . . . whatever . . .

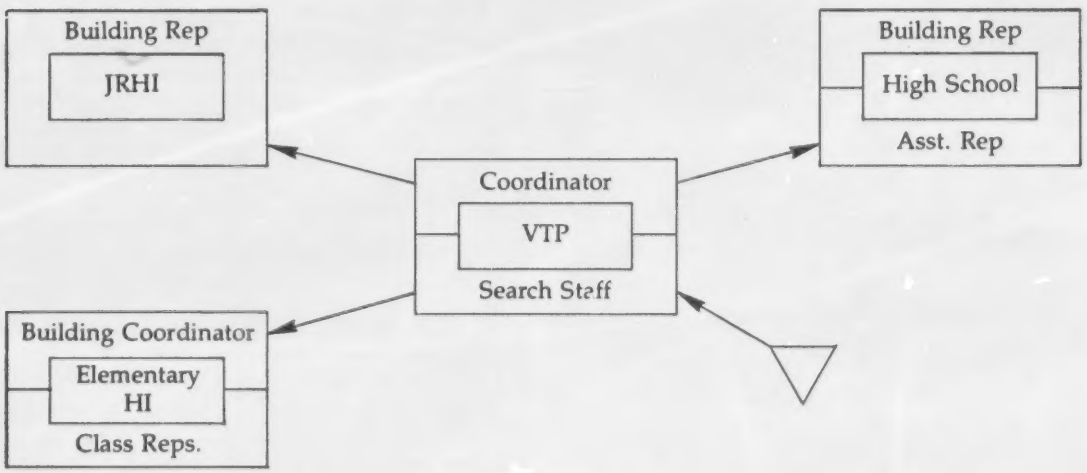
A. *Volunteer Talent Pools.* Many communities have created a resource pool. (Federal funds are available.) The pool consists of an office, a telephone, stationery and stamps, and enough volunteers to run the office at least two or three days each week. Any service agency (a school, a retirement home, a hospital) that identifies a need (a lecturer, a tutor, a nurse's aide) contacts its VTP. The pool staff uses its expertise and time to seek out a person in the community who will meet the need and sends the volunteer to the agency. VTPs usually construct resource files which grow thicker and more useful as they gain experience and recognition. Some use weekly news ads (often donated by the community newspaper), radio and TV spots (also

donated), personal contacts (friends of friends of friends), and the yellow pages. ("Perhaps you could suggest . . . ") As demand for VTP service grows, the "search staff" (those who volunteer time to seek out other volunteers) grows. In some cases, demand from a single agency or school may necessitate a "search volunteer" in that location. (The school provides a small office and phone.) Teachers contact the building VTP rep. who relays the requests to the search staff. In addition, the building rep. can counsel both the teachers and the search staff and assure a smoother linkup and more successful use of the volunteer. When a special program or a single teacher uses the volunteer rep. to the degree that a second building rep. will enhance that special need, the program or teacher should find a parent or community volunteer to fill that function. For instance, an open classroom teacher may have six or seven volunteers who tutor weekly, plus request demonstrations and minicourses which use volunteer leaders. The teacher might train an additional volunteer who will organize and coordinate the others. The class rep. might work through the building rep. or directly with the search staff.

B. *Learning Exchange.* Several communities have instituted Ivan Illych's learning exchange idea: individuals in a community make themselves available to teach a specific subject or skill. The barter rates are money or a reciprocal skill. The exchange harnesses a computer's memory to match teachers and learners. Thus, if I could teach Hindustani and wished to learn plumbing, I would express my needs to the exchange computer. (The exchanges usually publish a resource index.) The computer would tell me who wished to teach plumbing, the barter conditions, and phone number. If possible, the computer would link me with a plumber who wished to learn Hindustani.

C. *Resource Files.* Any school or individual could maintain a file of resources (name, skill, phone, address). Each time an outside resource person is used, the information is recorded in a central, alphabetical, skill/topic file. When a resource is needed, the teacher goes to the file in a procedure no more complicated than going to a library for a book.

D. *The Yellow Pages.* When all else fails, follow Bell Telephone's advice: "Let your fingers do the walking." Look up the topic or general interest area needed. Find a name within a reasonable driving distance and call. Explain your need. If the party called can't help, ask for a referral. Two words or warning: (1) be clear about the *volunteer* nature of the request (if funds are available for travel expenses, say so) and (2) be prepared to make calls.



First Steps

INSTRUCTION A. In order to use resources effectively, you will need to plan the steps.

STEP 1. Build on the needs assessment that you completed with your students. Start with the priority needs that you have identified as easiest to fulfill.

STEP 2. Rank order the four resource-organizing tools. Which of the tools can you implement now? Which will be most helpful to the class? (Obtain class consensus, if possible).

____talent pool
____learning exchange
____resource files
____yellow pages

STEP 3. Rank order the possible persons who will have responsibility for running the selected resource tool. (Obtain class consensus, if possible.)

____yourself
____a student or student committee
____a parent(s)
____community volunteer
____student teacher
____other

STEP 4. Make a "Resource Persons Needs Grid." In column I, list the functions for which resource persons are needed. In column II, list what is needed (e.g., money, transport, special scheduling) to obtain those persons' help. In column III, list the first steps to take. In column IV, note the deadline for each step. In column V, list the student responsible.

STEP 5. Vote "yes-no" on the statements that follow. If you cannot distinguish your feelings on a question, pass it.

1. **Resource persons are an intrusion into my professional territory.**
   Yes No Pass
2. **If I use resource persons to meet my students' needs more effectively, I will have nothing to do in the class.**
   Yes No Pass
3. **If a student takes the responsibility for implementing any aspect of Step 4, the whole idea will collapse.**
   Yes No Pass
4. **I feel that resource persons could enrich the learning of my students.**
   Yes No Pass

RESOURCE PERSONS NEEDS GRID

Functions	Needed	1st Step	Deadline	Responsible
1. Lecturer				
2. Mini-course				
3. Tutor				
4. Building rep.				
5. Small groups				
6. Field trips				
7. Seminars				
8. Learning stations				
9. Organize records				
10. Check-out equipment and materials				
11. Make contacts				
12. Train peer tutors				
13. Repair equipment				
14. Career advice				
15. Demonstrations				

Alternate Strategies in the Beginning
or
How To Make Something for Nothing and Learn While Doing

Visit any bedroom suburb aglitter with the denture gold mines and you will find at least one school building elaborately adorned with the latest trinkets, modular variations on the box theme, and innovative spaces that school architects can use to spend a million dollars or two. Inside, the odds weigh heavily that what and how the students learn and teachers teach is less productive and more frustrating that what goes on across town in the traditional school boxes. It is said that in the beginning came the theory, then came the school board's innovative design to pass the referendum, and then came the beautiful and very impressive building. Education as product earns its "A" for show.

Try a different tack. Forget the money. Forget the budget. Forget the pretty colors and stamped posters and expensive publishing house materials and fancy machines. Just ask the principal to remove your desk and the kids' desks down to basement storage. In the beginning, there is only you and your 30 to 35 soon-to-be friends whose names are stamped on the computer cards in your hand.

In case the principal wants to know what you're planning, try this explanation:

> "The students in this class will create one of the following:
>
> ____a. a preschool playlot
> ____b. a nursery playroom
> ____c. a kindergarten circus
>
> by using trash, junk, and miscellaneous odds and ends that will provide mastery of the problem-solving process with special emphasis on resource identification and utilization."

STEP 1. Divide the class into three groups. Each group will select one of the three projects. (It doesn't matter whether one, two, three groups select one option. Make it clear, however, that only one design will be constructed, if that is your intent.)

STEP 2. Instruct each group to design the project. The design should include a scaled drawing of layout and all constructs, a materials list, job assignments, and resource helpers.

a. Finding a location. The group must seek a suitable lot, room, or open area in which to build a project. It is advisable that they secure the aid of a real estate agent, the city clerk, a lawyer, and a landscaper who can advise them on site-procurement (free), legal restrictions on use, design possibilities and restrictions, and a formal use contract with city approval.

b. Making a design. With the help of an architect, the group should design the project under the restriction that all materials must be obtainable without cost. (If some costs are unavoidable, the group must plan how it will obtain the monies.) The plan should contain a "what we want to happen" proposal. The proposal should be organized with the aid of a child psychologist who can help the group to understand the special play needs and physical capabilities of each group. The "what we want to happen" proposal will guide the group's plans for the functional equipment they build.

c. Obtaining materials. With the functions wanted (involvement, creativity, private worlds, swinging, climbing) the group can brainstorm the forms and shapes needed. A needs grid will help plan "how to get 'em." Boxes, barrels, ropes, old railroad ties, sand, telephone poles, drums, tractor tires, potato sacks, auto parts, crates, cable spools, old fences, ice cream cartons, carpet roll ends, attic junk, basement junk, foam packing, yardsticks, and so on . . . Who has them? How can you get them free? What will you build with them?

d. Putting it together. Where can you find the tools and the experience to teach the groups how to use each? Fathers, uncles, older brothers and sisters, mothers, neighbors, and the yellow pages make good resources. "If Aunt Jane doesn't know how, she must know somebody." Let the group line up its resources and organize the division of labor.

STEP 3. Have the class review all proposals and select one project. (The class will need to pick a procedure for this last task. If they don't know the options, send them off to find someone who does.)

STEP 4. Complete the project. (If you planned to go only as far as the complete proposals, don't wait until now to say so.)

STEP 5. Process the experience. Although you may process the group learning process, it is more advisable to focus on each individual's experience. Use strategies that will help each student perceive how she/he identified needs, set goals, selected resources, related with group members, and so on.

STEP 6. Have each individual design, carry out, and process a project that (1) requires use of at least one costless resource person, as well as places, and materials from outside the classroom and (2) will help the student overcome weaknesses identified in the group project just completed.

____Write and produce a three-minute radio vignette characterizing a historic figure.
____Draw a cartoon strip with an ecological theme.
____Produce a one-act play.
____Design and equip a learning station for the classroom.
____Build a free-form chair from scrap plywood.
____Weave a rug from pink rope.
____Design and sew an animal costume from material scraps.
____Renovate an old house and sell it.
____Invent a word game with cardboard pieces.
____Build a cardboard dollhouse with furniture.
____Build a tree house with scrap lumber.

Continue this list.

Me: My Ultimate Resource

INSTRUCTION A. Plan a nonverbal project or select one from the foregoing list. Your restrictions are (1) that no money is to be spent and (2) that you must find one person who can help you master a new skill or solve a problem. After you have completed the project, process what you did with the help of the following spectrum.

A. To solve the problems inherent in my project I discovered my responses were basically:

1. Intuitive _____ Logical
   1 2 3 4 5
2. Synergetic _____ Analytical
   1 2 3 4 5
3. Visual _____ Verbal
   1 2 3 4 5
4. Sensory _____ Intellectual
   1 2 3 4 5
5. Simultaneous _____ Sequential
   1 2 3 4 5
6. Image Making _____ Order Making
   1 2 3 4 5
7. Hunches _____ Linear Thought
   1 2 3 4 5

B. I learned that I am essentially

1. dependent _____ independent
   1 2 3 4 5
2. acquiescent to authority _____ questioning of authority
   1 2 3 4 5
3. subservient to preestablished modes of learning _____ accepting of my learning style
   1 2 3 4 5
4. locked into logical order _____ exploring alternative resources
   1 2 3 4 5

INSTRUCTION B. Complete this statement "In this chapter, I noticed that . . ." Use your Journal.

Processing This Chapter

PURPOSE: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

To be responsibly self-directing means that one chooses — and then learns from the consequences.

Carl Rogers,
On Becoming a Person

10 Controlling Learning

Basic Skills

INSTRUCTION A. On the agree-disagree spectrum, mark your position for each statement. (SA — strongly agree; SD — strongly disagree).

1. **If I can assess accurately my learning needs, I can determine what skills or knowledge I must acquire to meet those needs.**

   SA SD

2. **If I am capable of determining what skills or knowledge I need to reach my goals, courses required by law or school policy may become major obstacles to my learning.**

   SA SD

3. **In an educational environment which successfully facilitates process learning, there is no need for required courses; each individual will make her/his own requirements based on accurate needs assessment.**

   SA SD

4. **A measure of traditional education's adolescence is its adherence to outmoded requirements formulated to protect the poor and disenfranchised from biased neglect.**

   SA SD

5. **Due to the complexity of technological society, the traditional basic skills — reading, writing, computing — are no longer the *most essential skills.***

   SA SD

6. **More universally needed in the 1970's and 80's and more basic than the 3R's are the process-learning skills — "learning how to learn."**

   SA SD

7. **A person who can assess needs, set goals, and control the other learning processes is more likely to survive in a 1990 society than one who has merely learned the rudiments of reading and writing.**

   SA SD

8. **A person who has mastered the process of learning is more likely to achieve her/his full potential than a person who acquiesces to dominant adults.**

   SA SD

9. **A person who has mastered the process of learning will select the skills and subject matter, as well as the style, most appropriate to her/his goals.**

   SA SD

10. **Any student can learn to direct her/his own learning. Self-direction does not depend on sophistication, achievement, intelligence, or personality.**

    SA SD

The Model T was a magnificent car. Imagine that Henry Ford, so enamored with the perfection of his car, decided that the motor should never change. A new body, yes; new interiors, yes; new tires, yes; but the same engine. Imagine yourself chugging through city traffic or jouncing and jerking down the expressway in your sleek, shiny Model T with that motor. Outlandish? Perhaps, but consider that the educational system, which is preparing this generation to live in the 21st century, fits the analogy.

In spite of the historic extremes in educational thought, the practical methods of teaching and learning have changed little — some patches, some paint, a new fender, new body designs — since Socrates dialogued with his pupils. The centuries-old Model T chugs along: "What was good enough for me is good enough for my kids."

College of Complexes

INSTRUCTION A. Read these descriptions.

THE CASTOR OIL COMPLEX "A spoonful of sugar makes the medicine go down." In some locales, the medicine is enough; no sugar. Because a child "doesn't know what's best," state legislatures, federal agencies, school boards, administrators, pressure groups, and parents prescribe the medicine: required courses, hours in school, places

of study, textbooks, and so on. Instructions to the student on what must be learned and how are clear and specific. After all, "It's for the child's good."

THE BASICS COMPLEX. No one can learn anything unless the basics come first. Definition of the basics will vary according to time and circumstances. Usually, the definition depends on the parents' goals. For most, the basics complex equals wealth and success: good reading will assure good grades will assure good college will assure good job will assure great success.

THE PRESSURE COOKER COMPLEX. "What that kid needs is a good swift kick." When the kick fails, try other goads: rewards (an "A" grade merits 25¢, $1, a sports car), punishments (an "F" merits grounding, hassles, cutting the lawn). "Life is pressure so learn to take it while you're young. It's the best motivator."

THE LITTLE BOXES COMPLEX. Pete Seeger's song characterizes the categorizing organization of schools from time immemorial. "Everybody in its place, and a place for everybody." Subjects, courses, tracks, levels, ability subgroups, behavioral objectives, programmed learning, etc. Refine, organize, categorize, define, refine, reorganize. With each decade, the boxes get smaller and smaller, the expectations more and more refined.

THE FOUNTAIN OF KNOWLEDGE COMPLEX. The teacher is the trained expert, the authority in her or his field, the master of knowledge. It is the teacher's task to pour the knowledge into the empty pitchers, the students.

THE WAR CAMP COMPLEX. The school is the battleground. On this side, we teachers; on that side, the enemy students. The dividing line is clear. Cross into enemy territory and you are committing suicide.

INSTRUCTION B. Select the three complexes described that you feel are *most characteristic* of conventional schooling as you know it. Brainstorm the positive and negative effects of each complex on today's students.

INSTRUCTION C. Write a description of a 1980 society, as you imagine it might be. Specifically describe the conditions of survival (physical, economic, and social) that individuals will have to learn to face.

INSTRUCTION D. Return to the three complexes you selected. Brainstorm the positive and negative effects these complexes will have on students in your future society if those complexes continue to dominate educational practice.

INSTRUCTION E. Design a model schooling program for your future society. What attitudes toward learning will formulate classroom practice and school organization? What instructional and curricular modes will dominate? What roles will the teacher have?

Looking Ahead

Unlike traditional education which structures and controls each detail of what (content) and how (style) students learn, schooling in the 80's and 90's will need to focus on helping students take control of their own learning. Without the skills of self-direction, individual learners will have great difficulty withstanding the information bombardment that can only intensify as technology improves mass media.

In practice, what will schooling for self-direction mean to a student?

Superficially, the school building will look the same, but it will function differently; instead of new body designs for the Model T, a new motor will be installed. With this *essential* change, individualized instruction will be a reality for each student. Consider two contemporary students who enroll in an open school without walls.

Case 1. Carl claims that he wants to become a carpenter. Already goal-oriented, Carl easily seeks out what he will need in order to reach his goal. He goes to his math resource teacher to discuss specific skills, sequence, and math applications. With this information, he is able to plan out an independent math study that will help him reach his goal. In addition, he discovers that practical experience as a carpenter's apprentice will prepare him more thoroughly. He makes arrangements with a local cabinetmaker to work as an apprentice three days a week. The cabinetmaker suggests he learn more about woods and finishes. Carl's adviser steers him to a science-lab resource person who helps him set up a study that will teach Carl about the

woods and finishes. Finally, Carl goes to the writing skills lab to arrange for tutoring help with his letter writing. In planning this work, he discovers that he needs more help with reading skills also. He arranges to join a literature seminar.

CARL'S SCHEDULE

	M	T	W	T	F	S
8	Support Group			Support Group		
9		Science Lab			Science Lab	Carpentry Apprentice
10	Math Lab		Math Lab			
11	Ind. Study		Ind. Study	Carpentry Apprentice		
12	Writing Lab		Writing Lab			
1						
2	Carpentry Apprentice	Carpentry Apprentice	Home Base		Science Seminar Writing Lab	
3						
4		Lit Seminar		Lit Seminar		
5						
6						

Case 2. Lee Ann is an 18-year-old near dropout. She has floated through school with D's and F's. She transferred to the open school because "I got nothing else to do and there you ain't gotta do nothin'." Her initial conferences affirm her low self-image, her passivity, and her nonexistent interests. Six or seven conference hours pass before she will lower her defenses, trust her adviser, and pick a support group. As the trust solidifies, Lee Ann talks about "animals" and "sick people." On this basis after three months of talking and sharing, she takes the step to design an intern program which will "try out" working with people and animals, "as long as it don't cut into my part-time job."

LEE ANN'S SCHEDULE

	M	T	W	T	F
8	Nurse's Aid Hospital	Dr. Smith's Animal Hospital	Nurse's Aid Hospital	Dr. Smith's Animal Hospital	County Forest Preserve
9					
10					
11					
12	Support Group		Home Base	Support Group	
1					
2					
3					
4	← WAITRESSING →				
5					
6					

From this point, Lee Ann embarks on a course that reveals increasing commitment. At first, she changes her schedule regularly; the hospital internship is the first to drop. As the months pass, however, she solidifies her plans around her success experiences at the animal hospital and the forest preserve where she also cares for animals. She finds a third internship at a school for handicapped children and, for the first time, communicates a sense of purpose. By June, she talks openly and sincerely about possible careers: teaching, psychology, medicine. One year later, Lee Ann's program reflects the changes which took place within her:

	M	T	W	T	F	S
8	Support	Psych Seminar		Support	Psych Seminar	
9	Algebra	Lake Forest	Home Base	Algebra	Lake Forest	Nurse's Aide
10			Psych Lab			
11	Lit. Seminar		Lake Forest	Lit. Seminar		Children's Ward
12		U.S. History Seminar			U.S. History Seminar	Hospital
1						
2	Intern-ship	Psych. Ind. Study	Intern-ship	Animal Behavior	Writing Lab	
3						
4	Teacher Aide		Teacher Aide	Lincoln Zoo		
5						

Carl's learning, as reflected in the schedule he made, and Lee Ann's, as reflected in the second schedule, appear to take very traditional forms: scheduled classes, subject matter courses, boxes. The content of the courses may also appear traditional: spelling, writing skills, algebra, grammar, carpentry. The appearances, however, belie essential differences.

1. When needed, Lee Ann received many hours of intense support from her adviser and her peer support group. This guidance was open-ended, nonjudgmental, and respectful of Lee Ann's decisions. The emphasis was not upon telling her what was good or bad but on supporting her decisions and helping her to learn from the consequences of actions she took.

2. Both students learned to control their own choices. They formed goals, found resources, and designed individual or group learning experiences with the resource persons. At each step, both Carl and Lee Ann participate in any and all decisions which concerned their goals, style, readings, or whatever else was necessary to what each wanted, and both learned from the consequences of choices.

3. Bureaucratic rules or budgetary limitations did not prescribe what or how learning should occur. Each selected (a) what to learn, (b) how, (c) when and where, and (d) who would help.

Lee Ann's Choices

(a) *What did she select?* The high school had the resources to provide instructional assistance in algebra, history, and literature. Her very special interest in psychology, however, was beyond the school's capability. Instruction was available if Lee Ann wished to travel to a nearby college.

(b) *How?* Lee Ann's program encompassed a wide range of learning styles. She was not trapped in the walled classroom for a steady RLT (Read the book, Listen to the teacher, Take a test) diet.

1. *Internship.* Lee Ann apprenticed herself in three different situations. She worked as a teacher's aide with mentally retarded second graders, she fed and cared for newborn animals at the local zoo, and she tutored and entertained children at the town's hospital. In each instance, she planned and evaluated her learning with her "master," a practicing professional who not only supervised the work but also discussed career possibilities, suggested readings, and instructed skills.

2. *Classes.* Lee Ann's classes took a variety of forms. Child Psychology 107 was a college lecture-seminar. Her literature seminar was a small group which selected its own curriculum and shared leadership responsibilities. On several occasions, different teachers were invited as guest lecturers. In U.S. history, the large group was guided by a faculty resource person. The curriculum was organized around simulation games and discussion of related readings.

3. *Lab Courses.* Lee Ann chose a writing lab that would allow for guided individual study in expository writing skills. She began her math study in a similar lab, but later helped to form a class when enough students with similar needs were assembled. The lab gave her the support and external structure in a skill area for which she had not developed sufficient self-discipline.

4. *Independent Study.* The most difficult selection was Lee Ann's independent study in psychology. Because of her intense interest in child development, she sought out a psychologist who could meet with her once a week to discuss readings. The success Lee Ann showed in this election demonstrated the strength of her self-direction. Independent study requires the most sophisticated degree of control and motivation. Although many naively assume that independent study is the easiest, they soon discover, as Lee Ann did in her first attempt, that "avoiding hassles" is a shallow definition of independent study.

(c) *Where and when?* Time and place should never limit learning. Conventional education has locked itself into boxes and buildings. Lee Ann's schedule found free time available in the day. She chose how to use or not use that time. The schedule caused her to learn in the school building where she had one class in a box room, one in a quiet resource room, and one in a multipurpose lounge. In addition, she attended a lecture course on a college campus, a seminar in a home, and interned at a zoo, a hospital, and a school. She sought out the places and people she needed in order to learn.

(d) *Who?* Lee Ann's subject resources were experts in practicing their fields, as well as certified staff. The most important resource, however, was the adviser who spent long hours in one-to-one counseling, in the support group which met with Lee Ann twice weekly, and in the home-base group that gave her a sense of belonging.

Adapting Futures to the Present

What's Possible Now

INSTRUCTION A. Here are some ideas to which you can respond. Use voting: *yes, no, with some work* are the choices you will have. Check the appropriate response to each statement.

In my classroom, I have the power to

	YES	NO	WORK
1. Give students more choices in the curriculum	___	___	___
2. Give students more choices in reading materials	___	___	___
3. Give students more choices in classroom behavior policies	___	___	___
4. Give students more choices in style alternatives (small groups, independent study, going to library, etc.)	___	___	___
5. Bring guest "experts" into the classroom	___	___	___
6. Take the class to outside-the-school learning experiences	___	___	___
7. Design learning units that will help students learn process skills	___	___	___
8. Help students break the RLT mold by encouraging inquiry projects, action projects, and visual-aural products (films, murals, sound tapes)	___	___	___
9. Build subject-matter learning centers in my classroom	___	___	___
10. Form support groups and schedule time each week for support group meetings.	___	___	___

Taking Action

Alternatives for Deciding

INSTRUCTION A. On this chart, list in column one the administrative restrictions over which you have no power but which restrict student decisions in the classroom (i.e., every student must have five hours of spelling instruction each month).

1 Administrative Restrictions	2 Now Organized	3 Alternatives for Deciding	4 Alternatives for Deciding

INSTRUCTION B. In column 2, describe *how* you presently comply with that restriction so that your students learn what is required. In columns 3 and 4, invent two alternatives that will allow you to comply with the administrative requirement, but which will help you to design *learning experiences based on student choice.*

EXAMPLE:

1	2	3	4
specified hours for each subject	box schedule, all instructed at same time in each subject	small groups with peer tutors	learning centers with individualized materials

INSTRUCTION C. After considering (1) administrative restrictions, (2) your readiness to change, (3) your alternatives for deciding, design three classroom practices that you can implement and that will allow students to *learn from the consequences of their own choices.*

Self-Contract

INSTRUCTION A. Complete this Self-Contract in your Journal.

Name: _____ **Date** _____

The alternatives for decision I will implement are:

_____

My helping resource person is: _____

Completion Date: _____

Processing This Chapter

PURPOSE: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

To open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule and use its knowledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, eloquent expression is the object.

John Newman,
The Idea of a University

11 Evaluating

A Final Test

INSTRUCTION A. Answer each question. If true, mark T. If false, mark F. Record your answers in the blank spaces. Each correct answer is worth 10 points.

1. ____Grades are necessary for college admission.
2. ____Grades are the traditional evaluation tool.
3. ____"The Eight Year Study" demonstrated that students who were evaluated with normative grades were more successful in every aspect of college life than students who were evaluated in a self-selected manner.
4. ____Grades based on objective norms prevent the fulfillment of the "self-fulfilling" prophecy.
5. ____Teacher evaluation would benefit from the reliability of normative-based grading scales.
6. ____Grades are excellent motivators for learning.
7. ____Recording and reporting considerations are the best arguments to support the retention of normative grades.
8. ____Competition, induced by grades, prepares students for the realities of a competitive society.
9. ____Without grades there is no viable way to evalute student progress.
10. ____Normative grades support mastery learning processes.

INSTRUCTION B. Match your answers against the correct answers given below. (Do not confuse self-marking with self-evaluation.) Each answer is fully explained. Deduct 10 points for each incorrect answer or unanswered question.

1. F (false) The National Center for Grading Alternatives surveyed every junior college, college, and university in the nation. Twenty-five hundred responses demonstrated conclusively that grades are *NOT* a precondition for college admission. The survey results, plus each college's criteria for "non-normative credential review," are described in the Center's *College Guide for Experimenting High Schools (AMHEC, 1973)*. Essentially, less than 8 percent of the 2,500 responding institutions would refuse to review any transcript that did not include grades, a grade-point average, or rank in class. A like percentage indicated preferential treatment for written teacher evaluations. In practice, high schools that evaluate and report in nonnormative forms have experienced little or no difficulty in the placement of graduates in college programs. The Shanti School in Hartford, Metro in Chicago, SWAS in Minnetonka, Minnesota, John Adams in Portland, Oregon, and hundreds of others in big cities, in rural towns, in bedroom suburbs have had a like experience.
2. F (false). The words "traditional" and "nontraditional" are loaded, especially when a school board or administration wants to resist change. Historically speaking, the most traditional evaluation procedure in American education has been the log discussion, a discussion between pupil and teacher on what was learned and what was not. Conferences were employed to inform parents of pupil progress up until the democratization of education swept into the expanding urban centers. As the one-room school gave way to P.S. 101 and more efficiency was needed to keep track of large numbers of students, grade records were introduced. Increased complexity of curriculum, size of schools, and improved technology have enshrouded the grade report in so-called tradition — "the way it was when I went to school."
3. F (false). "The Eight Year Study" (1942) matched 1,500 students who were free to plan their own high school curriculum with 1,500 students similar in all background respects except the high school curriculum. In *every* aspect of college life — scholastic achievement, sociability index, extracurricular achievement, and so on — the experimental group, in which individuals and groups planned their own curriculum, eliminated grades, and prepared for college in a self-devised way, did just as well or slightly better than the control group which received normative grades for traditional achievement. In addition, the experimental group exhibited superior patterns of curiosity, resourcefulness, objective thinking, creative endeavor, and personal motivation (*Adventures in American Education: Did They Succeed in College?* Harper and Brothers, 1942).
4. F (False). Rosenthal's *Pygmalion in the Classroom: Self-Fulfilling Prophecies and Teacher Expectations* (Holt, Rinehart and Winston, 1969) demonstrated how teacher expectations dictate student performance. Although this study was based on IQ tests, the correlation with grades is not difficult to perceive. Last year's teacher, an older brother, a race or ethnic bias, sex — all are factors

that build expectations and the student performs accordingly. Grades solidify an average student, or a "dumbbell." Listen to teachers' dialogues in the lounge: "Boy, is that Smith kid a loser." "Oh, Mary is just average." "What numbskulls those Santos kids are."

5. F (false). Imagine how you would react to your supervisor's sitting in the back of the room with this checklist:

   ____relaxes the students by perpetual smiling B
   ____asks perceptive questions B
   ____speaks grammatically C
   ____gives clear instructions A
   ____dresses neatly B

   Final Grade B—

   On Fridays, the staff gathers in the auditorium. The principal distributes the weekly tests and collects lesson plans for the next week. The total of your supervisor's observation (46%), the weekly test (34%), and the lesson plan evaluation (20%) will determine your placement on the month's salary scale. The scale, of course, places you in dollar competition (the real world, remember) with your fellow faculty members. What other evaluation system could provide a more reliable measure of your teaching performance?

6. F (false). On a normative curve, most students end in the C area. The only positive motivation goes to the A and B students; D and F students obviously do not respond to grade motivation. On the other hand, there is positive proof to indicate whether this or some other parental-reward-punishment factor is the principle motivation. The work of Maslow, Rogers, Combs, and other humanistic psychologists argues strongly that learning and growth occur most successfully when individuals are free to discover a meaningful relationship between what they need and what they learn. Rogers' *Freedom to Learn* (Columbus, Ohio, 1969) is an excellent primer.

7. T (True) When considering the pros and cons of normative grading, no other practical (or theoretical, for that matter) argument carries the weight of the recording/reporting position: "We must use grades to evaluate because grades are the most efficient, easily transcribed, and clearly read method of keeping school records, reporting those records to parents, college admissions officers, and future employers." *In effect, this position argues that the recording and reporting needs of an academic bureaucracy determine what and how students learn, and that they must learn through a normative system in which acquired knowledge and skills are reductible to a numerical or letter code.*

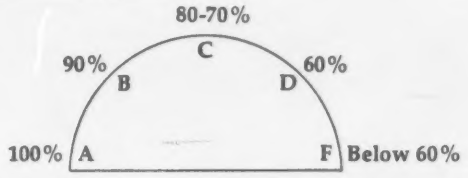
8. F (false) First, those who argue that competition is essential to survival ignore the fact that the human race's greatest advances came from cooperative effort. Witness the wheel, the lever, anaesthetics, the discovery of America, wagon trains crossing the continent, the moon landing. Secondly, those who argue that grade competition builds character ignore its effects on the "losers." What happens to the D and F students? Where do they go with their scarlet letter blazoned on their credentials? What other institution in our society has such sweeping power to predetermine an individual's self-image and future life? Thirdly, those who argue that competition singles out the brightest, most capable students who will provide leadership and brain power supportive of "our national interest" ignore their own very narrow definition of "bright" and "capable". How has competition fostered the creative arts and provided the painters, the musical composers, the writers who transcribe the "national character" in brilliant works or art?

9. F (false) There are many options which are more conducive to learning (by whatever definition) than normative grades. The best options distinguish between evaluation and reporting/recording procedures in a way that normative grades cannot. For elementary systems there exist checklists and computer-assisted procedures to record and report each skill, concept, or behavior a student has mastered. After the student *demonstrates* proficiency, the record is noted and the student moves on to the next level. The record is used to *report* progress to parents (using a checklist sheet, a computer printout, a parent-teacher conference, or some other reporting system) and to help both teacher and student evaluate strengths, weaknesses, and new directions. In effect the student-teacher conferences use the specific records to help the student see what she or he has learned and has not learned and to correct the deficiencies. No competition is involved; the student masters what she or he can in a speed and style that produces proficiency in the areas of need.

Secondary school systems do not yet have available refined academic need-assessment tools to record or report a mastery approach. However, in those programs, notably in the alternative schools, in which the students are taught self-evaluation skills and teachers receive the time and training to help students self-evaluate, the combination of teacher-written/student self-evaluation has provided a noteworthy improvement over "traditional" normative grades. *WAD-JA-GET: The Grading Game in American Education* (Hart, 1970) and the *College Guide to Experimenting High Schools* provide comprehensive discussions of these and other evaluation options. Both provide extensive bibliographic references for every facet of grading reform.

10. F (false). The purposes and practices of mastery learning contradict those of normative based learning. Mastery learning individualizes instruction with clearly defined, specific criteria (either student- or teacher-made), and gives the opportunity for each student to form or select objectives conducive to needs, and the resource help to fulfill those objectives with a personalized program. Therefore grades, based on a normative curve which uses *comparative* judgments, are rendered unnecessary, inappropriate, and illogical.

INSTRUCTION C. Tally your grade. Place it on this curve to see how well your results measure against the established standards.



Reacting to Grades and Norms

Feelings About Grades Grids

INSTRUCTION A. In the first column list the feelings and reactions you experienced during the test and the grading. In the succeeding columns, check the appropriate box(es) after each entry if you think that the column-statement applies to the entry.

Feelings List	I Feel Negative	I Feel Positive	Good Students Would Feel Positive	Poor Students Would Feel Positive	Overall Feeling +	Overall Feeling −
1.						
2.						
3.						
4.						
5.						
6.						

INSTRUCTION B. List the advantages and disadvantages that you ascribe to normative grading practices.

Advantage	Disadvantage

Passing or Failing?

INSTRUCTION A. Complete this task. You have two options.

1. Refer to the advantage-disadvantage list you just completed. If more than 30 percent of your listed advantages or disadvantages check out against research findings, you pass. Use the resources described earlier in this chapter or find other resources to validate your list.
2. Ask another teacher, friend, or student to take the "Final Test" on grades. If your score was higher, you pass.

INSTRUCTION B. If you "passed" the option you selected, move to the next strategy. If you "failed," you must *complete* one of these options.

1. Do the option above that you did not select.
2. Ask another teacher, friend, or student to read the answer sheet to the "Final Test." Construct a test. If you can "fail" the testee, you "pass."
3. Challenge someone to an arm wrestle. You make the rules. If you win, you "pass."

Resent-Appreciate

INSTRUCTION A. In column 1, list the *resentments* you have toward the pass-fail options. Include immediate reactions to the "tests," as well as philosophic disagreements. In column 2, list the qualities of the pass-fail option which you *appreciate.*

Resent	Appreciate

INSTRUCTION B. Construct two rank orders. Each rank order should include three items from the resent-appreciate list. Make one rank order question the priorities for the positive consequences of pass-fail grading. Make the other question the priorities of its negative consequences. In areas of doubt, refer to bibliographic material described in the answers to Final Test.

Evaluating Mastery

What Behaviors?

INSTRUCTION A. In the left-hand column, indicate to what extent a behavior is integral to the evaluation of mastery learning: Very Important (VI), Important (I), Slightly Important (SI), or Not Important (NI).

____1. To make clear and exact performance expectations based on a careful assessment of each student's needs.

____2. To assess individual needs according to explicitly defined and communicated personal standards.

____3. To assist the student in setting clear, specific learning objectives which meet assessed needs.

____4. To assist the student in identifying and finding resources.

____5. To assist the student in selecting and organizing appropriate learning resources.

____6. To select clear and exact evaluation procedures that indicate how, to what extent, and what products or processes will be used to evaluate performance.

____7. To acquire specific communications skills — oral and written — that will ensure each student the help to complete a personally meaningful evaluation.

INSTRUCTION B. Rank order the three most important items from the above list.

1. _____
2. _____
3. _____

INSTRUCTION C. Complete each item given below for each item you ranked.

	A	B	C
1. Evaluation skills I need to improve.			
2. Write an objective which will help you meet each need listed in number 1.			
3. Describe the methods you will use to attain that objective.			
4. Describe your resources.			
5. Describe the criteria you will use to evaluate your performance.			
6. Describe the procedures for evaluation. Include terminal dates, product, and responsibilities for evaluation.			
7. Name your primary resource person/evaluator.			

INSTRUCTION D. Implement the project you just outlined. Construct strategies and procedures that will help you to attain your goals. If you discover your goals are too narrow or too broad, make adjustments in the objectives, methods, criteria, or any other aspect of the plan you select. *Consult your primary resource person about changes before you adopt the plan.*

INSTRUCTION E. After you have completed your project, *evaluate* what you have done.

A Self-Evaluation Tool

1. To what extent did I accomplish my objectives?
   1 2 3 4 5 6 7 8 9
   Unsatisfactory Satisfactory
2. To what extent did I feel positive about this experience?
   1 2 3 4 5 6 7 8 9
   Negative Positive
3. To what extent did I achieve my expectations?
   1 2 3 4 5 6 7 8 9
   Poorly Exceedingly well

   List and chart each expectation:

   a. _____

   b. _____

   c. _____

   d. _____

4. Describe the learning which occurred, but which you did not expect.
5. Describe what you *did*. (Include a resources-used list, processes, and products).
6. List test results, written comments, skill-mastery check-off sheet, or other measurement results.
7. What newly discovered needs were brought to your attention by this learning experience?
8. Attach your original plan, products (such as essays, films, paintings), and give the complete package to your primary resource person for her/his assessment and recommendations.

INSTRUCTION F. Devise a strategy that will enable you to assess the positive and negative qualities of the mastery evaluation that you just completed.

A Final Perspective

INSTRUCTION A. Rank order the three evaluation procedures: normative grading, pass-fail, and mastery evaluating.

1. Which evaluation procedure best reinforces the learning values in my classroom as that classroom is now organized?
   ____normative ____pass-fail ____mastery
2. Which evaluation procedure would I prefer to use if I had the opportunity to organize my classroom as that procedure would require?
   ____pass-fail ____normative ____mastery

Processing This Chapter

PURPOSES: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

The facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group. If he is not fearful of accepting contradictory purposes and conflicting aims, if he is able to permit the individuals a sense of freedom in stating what they would like to do, then he is trying to create a climate for learning.

Carl R. Rogers,
Freedom To Learn

12

Facilitating The Learning Process

Looking at Style

The Fable of Zenodes

Once upon a time there was a queen bee named Aster. Aster ran a very efficient hive. When she buzzed, the drones and workers hummed. Whatever other complaints the young bees had against Queen Aster, they could not say "Aster is unfair," or "Aster doesn't teach us to become good honeybees." Aster, well schooled in traditional norms of beehive management, ran the most successful hive in the state. One day, a young worker named Zenodes discovered a different, and for him (or so he thought), more successful way to gather honey. He explained his idea to Aster. Being all-wise and capable, she gave Zenodes permission to perfect his method under two conditions. First, during working hours, Zenodes must use the traditional methods. If he wished to experiment, he could do so during lunch break or after 4 p.m. Second, Zenodes had to file weekly progress reports to her, single-spaced and typed on lined paper in triplicate. If the experiments seemed to have any merit, she would ask the Research and Development Office to take over.

"Someday," Aster told Zenodes, "when you are grown up, you will make a fine scientist. I hope you will continue your experiment. Meanwhile, don't neglect your good bee duties."

For several weeks, Zenodes tried to follow the queen's advice. Each day at 4 p.m., he finished his assigned duties and flew off to continue his experiment. The double labor, however, proved too strenuous. Saddened, Zenodes stopped his experiments, decided he could never be a scientist, and concentrated on his daily task. Aster, who had watched Zenodes try to do double work, nodded her wise head.

"These young bees always seem to prefer the hard way. If Zenodes had listened more attentively to my lectures on efficient honey-potting techniques he would know that there is just one correct method for gathering honey."

A Reflection on Style

INSTRUCTION A. Use the procedures you developed with previous reflections.

Relax . . . close your eyes . . . be comfortable . . . visualize yourself in the classroom . . . what do you see? . . . rows of desks? . . . students listening to your lecture? . . . or tables, chairs, pillows, and work spaces scattered? . . . students at work in small groups or individually? . . . you moving quietly from cluster to cluster? . . . what are you saying? . . . "That's not the way. Let me show the right way."? . . . prejudging? . . . giving instructions? . . . lecturing? . . . asking questions? . . . processing a problem? . . . picture yourself helping one student for an entire period . . . visualize the relationship . . . what are you discussing? . . . how? . . . continue the reflection until you end the discussion.

The Spectrum of Style

A Self-Comparison

INSTRUCTION A. Five famous teachers are described in the paragraphs which follow. Read each description and imagine yourself as that person.

DEMOSTHENES THE ORATOR. Skilled in the formal delivery of ideas, you stand before the students who are assembled silently at your feet. Neither the number of students present nor the amphitheater's size affects your polished delivery. At your right hand, the AV board with multicolored buttons and switches awaits your selection of slides, films, or overhead projection on the great rear-projection screen. Rhetorical questions, humorous anecdotes, sardonic asides punctuate your cogent insights at the most illustrative moment. Your students listen attentively. As words trip brilliantly from your tongue, the students transcribe each nuance, each inflection. A head stirs to show a furrowed brow; another flashes a quizzical smile. The bell rings. You fold your notes, switch off the projector, smile to the class, and steal quietly into the hallway.

SOCRATES THE QUESTIONER. The students gather in a circle. When all are seated, you direct your attention to the auburn-haired young woman in the second row. As befits your style, you begin the session by asking her a review question. In chronological sequence, she covers the issues you have elicited carefully each day. She concludes with an apt distinction between stolen government property and unauthorized security leaks to the media.

At this point, you interrupt her discourse and direct a new question at a young man with wire-rimmed glasses seated at your right hand.

"John, what is the difference . . .?"

As he responds, you lead his thought: he clarifies vague wordings, defines his terms, and illustrates until he reaches your conclusion. You summarize the point to clarify a few ambiguous terms and end the session with a question for all to ponder.

ABELARD THE SEMINARIAN. You seat yourself at a large round table. Having announced the next week's agenda devoted to "Women's Rights in a Free Society," you ask Heloise to begin with her presentation. As she reads, you listen, jot down a few questions, and watch the reactions of her 25 co-seminarians.

"Finally," she intones, "in the light of my previous arguments, I would assert that Lake Michigan is doomed."

Hands raise. You direct Scot to ask his question. You observe, control the questions, and occasionally comment. When the clock indicates 10 remaining minutes, you halt the discussion. Correcting two factual errors, one logical fallacy, three grammatical lapses, and praising the thoroughness of her research, the subtlety of her examples, and the precision of her conclusion, you end the session promptly with the bell.

MARTIN THE CLARIFIER. When you enter the classroom, students are clustered in fives and sixes. You interrupt their social chatter.

"Each group should begin where it ended yesterday. If there are questions, call me over."

You circulate from group to group. At the second group, you stop to listen. As they brainstorm alternatives to impeachment, you suggest additional areas to consider. Another group requests help with reporting methods. You help design a values continuum strategy. You listen as a third group rehearses a role-playing skit and modify a technique. Priscilla, working alone at the carrel, beckons. You discuss her questions. You notice that she is squinting.

"What about those glasses, Pris?"

She smiles apologetically. "I forgot 'em today."

You note the time and issue the five minute reminder. The groups scurry to clean up.

"Tomorrow," you instruct, "we'll want to post our positions and discuss each issue." The bell rings.

FREDERICK THE FACILITATOR. No bell sounds. Each student enters, marks herself or himself present, picks up a folder, and selects a work area. You sit with six students who are assembling an American-inventions time line with photos and drawings. They ask about the placement of radio; you discuss Marconi and his wireless. Two students submit their math work for evaluation. You review the work, process the next skill, and illustrate examples on three-dimensional geometric board. You stop at Tom's carrel and discuss the book he is reading. Meanwhile, the choral poetry group indicates that it is ready to present the class with its reading of Frost's "Two Roads." You invite any who are interested to gather in the reading corner. Tom stays with his book, and the time-liners decline. The others drift over. You sit down to listen. "Two roads . . ."

INSTRUCTION B. On a sheet of paper, mark out five columns. Head each column with one famous-teacher name. Under each name, list four characteristics that describe that person's teaching style. (One characteristic is already attributed to each.)

	Demosthenes	Socrates	Abelard	Martin	Frederick
1					helps
2				clarifies	
3			guides		
4		questions			
5	delivers				

INSTRUCTION C. In the space that follows, you will find the Spectrum of Style. Reflect on the character descriptions and the words you selected to characterize each style. First, mark the Spectrum under the name that represents *your* dominant teaching style. Indicate the approximate percentage of the time that you use that style. Next, mark each of the other styles you use with approximate percentages.

EXAMPLE:

Demosthenes	Socrates	Abelard	Martin	Frederick
15%	75%	10%	0	0

In my class, I am

Demosthenes	Socrates	Abelard	Martin	Frederick
%				

In my class, I think my students learn best when I am

Demosthenes	Socrates	Abelard	Martin	Frederick
%				

Having turned the mirror on your style, ask the students to look at your teaching style. Give each student a copy of the Spectrum descriptions. Rank the characters in two columns: column A will rank "style most descriptive of my teacher" and column B will rank "style that helps me learn best."

____Demosthenes	____Aristotle
____Aristotle	____Martin
____Martin	____Frederick
____Abelard	____Abelard
____Frederick	____Demosthenes

The general instructions for this strategy are identical to those for the "Scale of Priorities":

1. Don't give the Spectrum to students unless your self-image is solid.
2. Structure the discussion. So that all who wish may contribute, use the Whip strategy (without editorials) to report each rank order. Select a representative to explain each point of view, and finally, if time allows, move to open discussion.

If you prefer, collect the rank orders for scrutiny in the comfortable privacy of your kitchen. Whichever conclusion you select, give the bulk of your attention to the differences between your perceptions and those of the students. How accurately did you estimate their perceptions? How do they perceive your style? How helpful to their learning is your style?

Toward Facilitating Behaviors

If you have used the Scale of Priority and Spectrum of Style strategies with your class, not only should you understand the basic attitudes, teaching style, and skills that characterize a facilitator, but also as you guided the class through the strategies, you should have experienced the feelings that go along with a facilitation style. But how can you evaluate how well you did? A request for the students' judgment — "Was I a good facilitator?" — could reduce the class to collective guffaws, could produce a wall of silence, could lead to a sarcastic chorus of "you're the greatest, man." A more fruitful response, which will not destroy the open communication you established, will come from a strategy such as "Instant Replay" (without Howard Cosell, of course!).

Instant Replay

INSTRUCTION A. Gather the class into a tight semicircle close to a long chalkboard or around 10 to 12 feet of newsprint taped to a wall. (Your local newspaper often gives away roll ends.) Ask a student to record the response given by the class.

INSTRUCTION B. Give these instructions to the class: Instant Replay moves quickly. Don't raise hands. Fire answers as fast as the recorder can write. Limit each response to one or two words. Don't judge responses. No yeahs or boos from the gallery. Make your point, but don't add a long editorial.

INSTRUCTION C. In the chalkboard's upper left-hand corner, instruct the recorder to write "pictures in my mind." Ask the class to use words or phrases to describe the images they see in their minds during the Spectrum strategy discussion. Start the replay.

(Example) PICTURES IN MY MIND

Mr. John talking	big ears
big words	nodding his head
sore hands	waving arms
questions	sitting on desk
Tow Twist asleep	pointing at roof
making me think	laughing
me talking	listening

INSTRUCTION D. As the response dwindles, ask the recorder to begin a new column, "words she or he used." Repeat the procedure with other spin-off headings: "what I thought," "my feelings," "I was pleased that," "I learned."

INSTRUCTION E. Conclude the Instant Replay with a discussion. Using questions only, help the class to draw conclusions from the recorded lists. Two points are salient here: how did you act? and how did the class respond when you were "facilitating"?

Instant Replay has a magic quality to it. Used with any age group or in any subject area, it helps to involve the shyest and most reluctant contributors. A sixth-grade social studies class in Harrisburg used Instant Replay to conclude each week's study.

THIS WEEK'S REPLAY

How I teach	What I do	How I feel	I learned that	I ought to
smiles	help my friend	good	books are fun	work harder
cool breezes	feel warm	happy	I like this room	be quiet
fun	read a lot	nice	I'm not scared	share
hard worker	my best	warm	I like geography	do my job
you help me	draw	important	my teacher will help me	write better
nice words	watch movies	busy	I want to be the first lady President	finish my report
blue eyes	clown	funny		read more books
busy as a bee	work hard	welcome		be nicer to kids
warm butter	too much homework	quiet		help my team
a helping hand	feel good			relax
pretty teeth	have fun			keep my yap shut
organized	better			say thank you
a big heart				

After a tenth-grade biology class using Instant Replay called on its teacher to give more help with study-group organization, the class was divided into four- and five-person study groups. Group membership rotated after each unit. Before that, in a series of cell-experiments, groups had been experiencing a frustratingly high number of experiment failures.

BIOLOGY CLASS INSTANT REPLAY

What I do	What the group does	What Mr. J. does	We ought to
read instructions carefully	expects too much	dispenses equipment	spend more research time
keep equipment clean	works hard	checks the steps done	get more instructions explained
plan our objectives	dictates the dirty work to me	advises on planning	read more carefully
day-dreaming	very careful	listens	agree on our mutual expectations
assign jobs	clowns around	keeps us busy	work together
read other books	shares the load	makes us feel important	form new groups
make decisions	careful planning	gives us	start over
cover our tracks	follows instructions		find out what we're doing
keep records	too serious		share responsibility
be serious	listens to Mr. J.		ban dictators
argue	Lets Tom and Sue run the show		get it together
let Sue and Tom do it			

My Facilitating Behaviors

INSTRUCTION A. In the first column, traditional teaching behaviors are listed. In the seventh column, facilitating behaviors are listed. In the columns after each list, questions are asked. Check the boxes opposite each listed behavior for which you can make an *affirmative* response.

I USE THIS TECHNIQUE

traditional behaviors	Always	Regularly	Sometimes	Seldomly	Never
1. give lectures					
2. measure achievement by tests					
3. grade achievement					
4. lead all class question-answer discussions					
5. assign required readings for entire class					
6. keep physical distance from class					
7. give most assignments to entire class					
8. direct formation of groups					
9. tell students what they need					
10. plan and control curriculum					
11. impose learning style on class					
12. plan and control reading selections					
13. stress intellectual development					
14. encourage competition					
15. give subject matter top priority					
16. follow RLT model					
17. require that students stay at desks					

I USE THIS TECHNIQUE

facilitator behaviors	Always	Regularly	Sometimes	Seldomly	Never
1. permit small groups formed by students					
2. support groups					
3. assign individual learning projects during class time					
4. conduct individual needs assessment as basis of student's perceptions					
5. use clarifying strategies with small groups and/or individuals					
6. establish classroom learning stations					
7. offer nondirective guidance					
8. help students set own goals					
9. help students decide curriculum					
10. help students select own style of learning					
11. evaluate learning according to mastery					
12. help students master the processes					
13. help students see themselves as thinking, feeling, valuing persons					
14. give priority to student choice					
15. build cooperative trust atmosphere					
16. make self-concept top priority					
17. give students opportunity to use resources outside classroom					

Two Roads

The teacher can go in one of two ways: on the one hand there is the traditional teaching-learning model; on the other, the facilitating model. Both cannot be traveled. Whichever is selected, it is chosen "knowing how way leads on to way."

Advantage Spectrum

INSTRUCTION A. List the advantages and disadvantages of each style.

Traditional		Facilitating	
Advantages	Disadvantages	Advantages	Disadvantages

INSTRUCTION B. Complete this sentence in your Journal: "Having weighed the advantages and disadvantages of each style, I elect to perfect the ____ _____ because . . ."

New Directions

INSTRUCTION A. Having selected a style, list in your Journal what you *need* in order to perfect that style. If you have decided, for instance, that learning is a process that involves thinking, feeling, valuing, etc., and believe that helping individual students to improve their self-image by "learning how to learn" is your primary responsibility, then you must question what process-learning skills you need to improve or what classroom procedures you must change (i.e., to help students self-evaluate, to improve my listening skills, to learn group dynamics, to furnish learning stations). If, on the other hand, you have elected to use the traditional model, list those needs (i.e., improve my tests, organize lectures, etc.).

INSTRUCTION B. Select the five most critical areas of need identified above. Place them in a rank order. Rank the "most urgent" need in space 1.

1. _____
2. _____
3. _____
4. _____
5. _____

INSTRUCTION C. Rewrite each need as a goal to accomplish. In your statement include (a) what you want to accomplish, (b) how you would like to accomplish it, (c) who can best help you, (d) the time span you will impose, and (e) how you will determine when you have reached your goal.

Processing This Chapter

PURPOSES: _____

FEELINGS: _____

CONCEPTS: _____

APPLICATIONS: _____

He who conquers
others is strong;
He who conquers
himself is mighty.

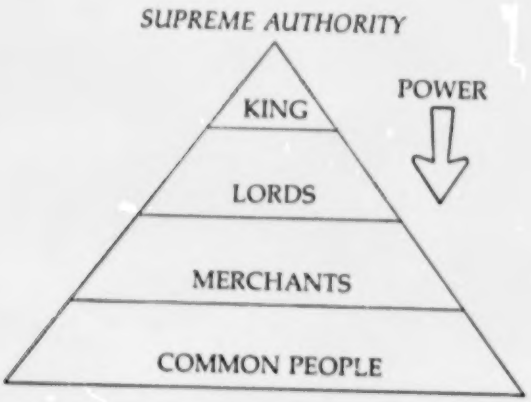
Lao Tzu,
Tao Te Ching

13

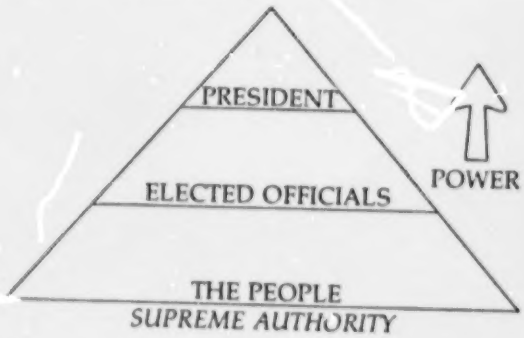
Creating Personal Structures

Freedom is a frightful word. To those with power and control, it connotes anarchy, social class, and rebellion; to those who are dominated, it connotes repression, enslavement, and powerlessness. Over the centuries, the universal need for individual liberation has made people fight established structures. The Magna Charta, the Declaration of Independence, the Bill of Rights, the XIVth and XIXth amendments to the Constitution have marked the evolution of the freedom fight in this country. At each step, the individual's need to control her or his life has struggled against the shackles of ignorance — racial and ethnic bias, sex discrimination, and class repression.

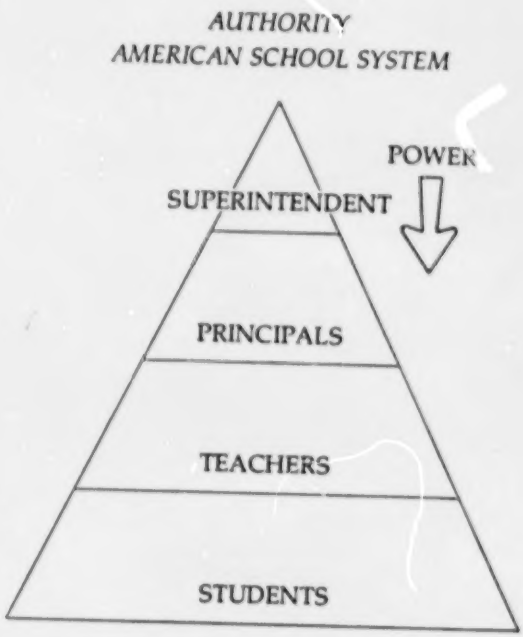
But nothing dies more slowly than outdated customs and archaic social structures. Two hundred years after the Declaration of Independence denounced King George as "a tyrant, unfit to be the ruler of a free people" because he used his power to oppress the colonies, two hundred years after our Constitution created the office of the President to serve the people, those same people witnessed a nearsighted attempt to restore absolute power into a few hands. The model that the Constitution imposed upon government was a simple reversal of the traditional political-social power base. The divine right, established in Israelic tradition with the anointment of David and continued throughout the western tradition, gave the king absolute authority over his subjects. The king, or the delegated nobles, made law, enforced law, and punished transgressions.



The Constitution, however, established a model government that evolved out of the turmoil of the Protestant Reformation and the American Revolution. The average citizen, "endowed with inalienable rights" would dictate the duties and powers of the President through elected representatives.



Except when an individual becomes enamoured with the power given by the electorate, most American institutions resemble this model. There is, however, one major exception which does not: *the American school system is a divine right structure.*



In the divine right structure, the power to control what, how, when, or where teachers teach and students learn is vested in the superintendent. Neither students nor teachers have the opportunity to make choices of real significance to the learning or teaching processes. Even if a student elects a special course, or if a teacher selects materials, approval from a higher authority is always necessary. Is it any wonder then that the dominant lesson taught by the schools and reinforced by the passivity-reinforcement of TV leads so many to refrain from getting involved — "avoid the hassle," "it's not my worry," "you can't fight city hall"? Is it any wonder that words like "freedom," "liberation," and "justice" are buried? Is it any wonder that students from high school through graduate school indulge in cribbing, cutthroat competition, and "doing my own thing"?

The more authority-bound a school is, the greater will be the resistance to an open change based on trust. A restrictive superintendent will fear giving teachers any freedom to choose; the teachers, imbued with the fear, will respond in a like manner to the students.

The 3 C's

Control-oriented educators love the 3 R's; the simpler the concept of schooling, the greater the power. For the individual teacher who wants to correct the power-flow, it is the 3 C's which are needed: Courage, Commitment, and Confidence. The battle to reverse the educational model from control to control is arduous, sometimes job-threatening, and always lonely.

Where do I start? Begin with yourself. You have already identified the skills which you have and those you need. If you seek retraining, select workshops or courses which will involve you as a participant learner. You don't need RLT courses on group dynamics or values clarification. "Learn by doing."

After you have gained the skills, make a small plan to introduce your students to experience-based learning --

____a v ting strategy on contemporary social problems

____a rank order on favorite TV shows

____a reflection on the qualities of a good citizen

____Journals

____"Today, I learned . . ." completions to end a class

____small groups to role-play a historic event

____brainstorm solutions to the Civil War

____a chart of the causes of water pollution with its environmental consequences

____small groups to plan and do a social action project.

When you have tried a few strategies, begin to process the activities. Focus the students' attention not only on the content and purpose of the strategy, but also especially on the processes used (choosing, reacting, clarifying). Bring closure to each process discussion with thought-feel cards, sentence completions, or a Journal entry.

DANGER
You Are Abdicating
Your Decision-Making Authority
TO
KIDS!!
Be Wary Of Your Principal and Peers.
You Are Causing Waves.
Waves Always Have
BACKWASH

Words to the wise are never sufficient. If you decide to *help* students *learn* to make decisions by introducing strategies and new structures, you will discover through the grapevine that immorality, license, and chaos are running rampant in your room. Don't worry about the wild rumors and stories you hear. Do worry when the tales stop. (It's the calm before the storm.)

Once the students become involved in the introductory strategies, you will not want to turn back. Nor will they let you! If you plan to go beyond the introductory stage, you must consider three other factors:

(1) *The parents:* If the kids are "turned on," you'll have parent support. Increase that support by using the same principle which started you on the change: involvement. Bring the parents in to share their ideas and to help (making materials, tutoring, special speakers).

(2) *The principal:* Principals have an unenviable task. They walk a tightrope with dynamite in hand. If your principal is not careful, thoughtful, and able to balance on that rope, watch out. If she or he becomes a supersupporter of your idea and wants everyone else to imitate you, be wary. The person of authority who imposes something you happen to like can be just as ready to oppose. Share your plans with the principal. Get her or his help and advice, but insist that what you do is not to be imposed on other teachers, unless *they freely choose.*

(3) *The faculty:* If you stimulate an amoeba, it will draw itself in. If you threaten a person, the reaction is similar. When you begin to share control with students, the word will spread. "Miss Smith, why can't we learn like they do in Mr. Acco's room?" To avoid complications and misunderstandings, share your ideas with the other teachers. Don't be threatening. Ask their advice and help. If there are kindred spirits, give each other support. At all costs, avoid giving the impression that *you* are the savior, and *they* the dictators, chumps, anti-humanists, or whatever.

How do I focus my students' total attention on the control of their own learning? You don't. The essential difference between traditional teaching and facilitating is who *chooses* to do what. If students focus on self-direction, its because *they* choose that style. This question, although it may seem too fine a distinction, should read: *How do I help students choose the teaching-learning style most appropriate to their needs?*

Having introduced the class to process learning with introductory strategies and exercises, consider these steps:

Step 1. Give the class assessment strategies to evaluate the traditional teaching style and the facilitating style. Process the strategies by comparing (a) your skill in using each style, (b) their reactions, positive and negative, to each style, (c) the advantages and disadvantages that they perceive in each style. Allowing yourself no more than equal voice, come to a class consensus. If the consensus results in the election of the traditional style, decide with the class what improvements you and they will need. If, as is more likely, the consensus leans toward involvement-learning and shared decision-making, you will want to decide with them (a) to what extent shared decision-making is possible, (b) how individual objection to a consensus will be respected, (c) who will have what responsibilities, and (d) what are the next steps. In essence, you and the students will begin shared decision-making by consenting to realistic ground rules.

Step 2. Decision-Making Mechanism
After you and the class have clarified the ground rules, you must agree upon adecision-making mechanism that provides *the opportunity for any person in the class who wishes* to participate at any time. This group will have the task of adjudicating disputes, resolving issues which affect the class, and coordinating the curriculum and instructional program.

Step 3. Curriculum Planning
Within the parameters clearly set by state requirements or school policy, the class will begin to plan a curriculum. If they have not yet learned process strategies, and *if they request your help* (The first major test: you keep your two cents worth out! If they foul up the process, resist the urge to step in, take over, and *teach* the correct way. Stand back. Help them deal with the frustrations and conflicts that will naturally occur. Avoid judging, but help them *process* the experience. *When they ask for your help,* give it, but not before and not with an "I told you so,") give help, but give it *indirectly.* Once the students have mastered some strategies and understand the learning

process steps, the class can assess needs, set goals, and find the curricular resources.

Do not become disappointed at the degree of floundering and misdirection which your students experience. At this stage, the most crucial decisions are those which help you and the students break the bonds of mutual dependency. This may mean much effort and much frustration for all. You may feel you are in limbo, but don't despair.

(a) The more you encourage your students to feel, value, think, and relate, the more ready they will become to accept the decision-making responsibilities and master the process-learning skills. Remind yourself regularly that you are giving first priority to changing passive and dependent self-concepts to self-controlling, inner-motivated self-concepts.

Self-Concept	Self-Control
Process Skills	Self-Direction
Subject Matter	Creative Knowledge

(b) The more you involve students by using strategies, exercises, and methods that help them examine, clarify, and choose, rather than dictate to them what they *must know* and *do*, or abandon them "to do their own thing," the more likely they are to master the process skills. With the proven ability to assess needs, find resources, organize learning, and self-evaluate, they will find minimal difficulty in applying the processes to conventional learning. Many parents and teachers, raised in the traditional system, find it difficult to perceive that the lack of walls, the lack of imposed physical curricular, and RLT instructional modes with required courses, required reading, tests, grades, class periods, Carnegie units, departmental structures, etc., can produce significant learning. "Kids need structure." "What happens when my child is placed in a structured situation?"

No matter what a person's age, structure is, of course, necessary; but there are different kinds of structures and different sources. In some cities, schools are sometimes referred to as prisons because the external control imposed upon students by "quiet and order" administrators has created a school atmosphere that seethes with hostility and discontent. In direct opposition are the schools that take a *laissez-fare* stance. A neoromantic, "do your own thing" philosophy creates the illusion that the child's natural goodness, unchecked by social institutions, will flower to a rich bloom. Between these extremes are many alternatives, 99 percent of which lie toward the control end of the spectrum. Between these extremes — the one based on the assumption that humans are basically evil and need external controls imposed by a benevolent, wise authority, the other on the assumption that humans are innately good but corruptible by malevolent society — is an alternative in which neither good nor evil is considered an essential characteristic of persons or institutions. In this alternative, it is assumed that the individual creates a self-image framed by interaction with other humans and the immediate physical environment. This self-image, a product in process, acts and reacts only to the degree that it feels capable. To the degree that it feels secure with the people in its environment, the self-image opens itself to experience. Thus, a *facilitating style*, which is based on trust, involvement, and open-ended decision-making, *works to help the individual create structures grounded in a positive self-image which will enable the individual to self-control or self-direct learning*. Thus, the structure exists, not artificially imposed without regard for individual differences, but developed by skilled help on the basis of personal choice. Once the individual has developed personal structures, she or he experiences little difficulty in adapting to situations, some of which will necessarily be highly controlled and others of which will have no controls. The results of such research as the "Eight Year Study" and the experience of humanistically based schools

in the last few years demonstrate that students who have learned to build their own structures do take control of their learning, do adapt to a wide variety of imposed structures, and do succeed in mastering even the most demanding academic and artistic disciplines.

As the decision makers apply strategies to each process, both curriculum content and instructional modes will take shape within the parameters previously identified. At this point, there is one clear and present danger. Some students, caught up in the self-deluding magic of their own power, may attempt to impose controls or limits on less verbal students or less confident students. As facilitator, your responsibility is to support those less vocal opinions without creating a confrontation between groups. This is a sensitive but crucial task.

Step 3. Form Listen-Support Groups.
Given a climate of mutual trust, the capability of students to plan and use strategies for process learning, your confidence in your own abilities, as well as the students' help, the class forms listen-support groups which will meet for at least 20 minutes each week during class time.

What are the purposes of listen-support groups? In any process-learning program, be it confined to a single classroom or expanded to a school-without-walls, individual learners are scattered in many directions. For most, this experience is exhilarating at first, but after the honeymoon is over, the absence of regular, secure contact with old friends becomes disconcerting. Thus, the first purpose of LSG is to provide a home base to which one can return regularly or in a pinch for support, security, and refueling.

The second purpose of LSG is the development of those listening skills that are prerequisite to forming firm trust relationships. "When I go to LSG, I know that I will find friends who care about what I have to say. I can talk openly to people I trust and they won't jump all over me."

The third purpose, based on the first two, is to provide a climate for realistic self-evaluation based on honest feedback. "I trust my LSG friends, and I know they'll be honest with me. But I'm not afraid of what they'll say because I know it's up to me to make the changes. I get uptight when somebody tells me what I have to do, but here I'm learning to accept the picture my friends see."

How are these groups formed? LSG's evolve naturally from the strategies and small group exercises you have used. After students have had several months to form relationships, begin with some listening skills strategies.

The Listening Wheel

INSTRUCTION A. Assemble random groups with four or five students in each. Begin with a whip strategy such as "this year I am most pleased . . ." After the first round, give the second whip lead: "This year, I am most displeased about . . ." Instruct the class to listen carefully to each statement. When the second whip is completed, allow any student to ask any other group member a question about her or his statement.

Allow the respondent to talk for 15 or 20 seconds; then freeze roles. From this moment on, each student in the group will have a single role.

1. ***The questioner* will maintain her/his role as listener.**
2. ***The responder* will do all talking.**
3. **The other students in the group will *observe* and *record*.**

The questioner will become the listener. By using eye contact, supportive body language, or clarifying questions ("Can you say more about that?" "Can you clarify that?") she or he will draw out the ideas and feelings of the respondent. (The respondent may pass on any question.) After five minutes, the questioner must repeat what she or he has heard said. In this process, the observers note how and to what extent nonverbal communication, eye contact, and questioning skills are used. As the questioner feeds back the feelings, ideas, and attitudes she or he perceived, the original speaker should use listening behaviors. When the first round is concluded, rotate the roles. Conclude the strategy with a class discussion that processes the listening skills.

Resent-Demand-Appreciate

Follow the instructions for the listening wheel. Use a triple whip that focuses on the group membership. Begin the whip by instructing the starter to make three statements to another person in the group: "I resent that you . . .," "I demand that you . . .," "I appreciate that you . . ." Assign roles for the first round of listening and for the rotation procedure. Keep attention focused on the RDA statements.

Listening Support Groups

After you recognize that students are becoming more proficient listeners who recognize and use body language, feelings, values, and attitudes to communicate, begin the support groups. Allow each student to select two persons in the room with whom a trust relationship has been established. Instruct the class to figure out the procedures that will assure that everyone is invited into a group and that conflicts are resolved with full respect for feelings. Brainstorming and other problem-solving strategies should facilitate this session.

Each LSG should determine its own procedures, goals, and strategies within the three-purpose framework.

Processing This Chapter

PURPOSES: _____

_____

_____

_____

FEELINGS: _____

_____

_____

_____

CONCEPTS: _____

_____

_____

_____

APPLICATIONS: _____

_____

_____

_____

_____

The obligation of anyone who thinks of himself as responsible is to examine society and try to change it and to fight it—at no matter what risk. This is the only hope society has. This is the only way societies change.

James Baldwin,
"A Talk To Teachers"

14 Changing

The first phase of the change cycle is complete. You are ready for a new beginning. Where do you go from here? What is your action project?

Beginnings: A Final Strategy

INSTRUCTION A. This is a rank order. Three change models are described below. Each might outline a model that you could decide to use. In each case, it is assumed that you are a change agent capable of initiating and carrying through the change process. Rank according to your ability to implement successfully

___You work in a traditional school.

___You decide to open your classroom with student decision making, process learning, support groups, learning stations, individualized materials, and mastery evaluations. You obtain parent support for this idea.

___You decide to plan an alternative program for 100 students, who volunteer with parent permission, and six full-time faculty. The program will combine in-building resources with beyond-the-walls learning opportunities. Students will learn the process skills and work with faculty to schedule appropriate learning experiences. The self-contained program will give priority to self-image and process skills. The students will govern the program in conjunction with the faculty. Students and faculty in the alternative program will not take courses in the traditional program, although its resource materials will remain available.

___You decide that the entire school should be restructured. Each student will select one of 12 alternatives, each one staffed by eight faculty. Each alternative will house 150 students. Each house will focus primarily on process learning and secondarily on meeting a specific subject-matter need (classical, multicultural, fine arts, career investigation, practical arts, Chicano studies, etc.). Students will use the house as home base for process skill mastery, community decision making, etc., but may elect to use faculty resources in other alternatives or beyond the walls. Each house will plan its own budget, make curricular decisions, and maintain its operation. All houses will share centralized administrative services for records, purchases, and cross-scheduling.

The action you take must reflect what you feel is important to you. Perhaps, the three options just provided are more than you wish to tackle. More likely, you'll want to alter details and create your own plan.

My Plan For Change

INSTRUCTION: Do your best brainstorming!

1. What is needed? _____

2. What are the obstacles to the need? _____

3. How can I overcome these obstacles? _____

4. What are my goals? _____

5. Who can help? How? _____

6. What materials, equipment, and space do we need? _____

7. Where do I get these materials or the money? _____

8. What is our plan? Who has responsibility for what? _____

9. How do we evaluate the project? Who has responsibility? _____